

THE NORTH CENTRAL ASSOCIATION
QUARTERLY

Volume XX

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Number 3

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ASSOCIATION NOTES AND EDITORIAL COMMENTS

TENTATIVE plans for the fifty-first annual meeting of the North Central Association, March 25-30, 1946 at the Palmer House, Chicago, were made by the Executive Committee at its December 8th meeting. The first two days, Monday and Tuesday, will be given over to the business which is usually transacted at that time, such as meetings of the twenty state chairmen and the activities of the reviewing committees. On Wednesday morning it is planned that the Commission on Secondary Schools will hold an open meeting to consider the use of the GED tests "in connection with establishing credit or issuing diplomas or certificates of equivalency." The Commission on Research and Service and the Commission on Colleges and Universities will hold closed sessions at that time. In the afternoon the first Commission will devote a session to the consideration of the revision of the criteria for the approval of schools and the other two will hold open sessions.

On Thursday forenoon the Commission on Secondary Schools will be responsible for the first general session of the Association. It will be devoted to the theme, "What Labor and Industry Expect of Education." In the afternoon this Commission will hold a closed session while the other two will devote a joint meeting to the subject,

"The Returning Veteran, His Social and Educational Guidance." In the evening an anniversary dinner is planned to commemorate the fiftieth year of the Association. It will be remembered that this function was to have been held last year but restrictions on travel prevented the holding of the regular annual meeting.

Three additional general sessions will be held, one on Friday morning, another on Friday afternoon, and the last on Saturday morning.

The Executive Committee placed with the president and the secretary of the association the responsibility for the completion of the plans for these general sessions. The printed general program will be distributed as in previous years somewhat in advance of the meeting.

THE STEWARDSHIP OF THE COMMISSION ON SECONDARY SCHOOLS

This issue of the *QUARTERLY* is assigned to the Commission on Secondary Schools. It is the second in the series of three which are devoted to the activities of the respective Commissions of the Association. The first was the October (1945) number for which the Commission on Research and Service provided the material; and the third will follow in April and

will be given over to the Commission on Colleges and Universities.

In passing, it is felt that the readers of the *QUARTERLY* may welcome this departure from the rather staid policy whereby materials from the annual meeting so largely dominated its pages. Although attendance at these yearly meetings has been consistently large, at no time has it approximated representation from all the member institutions in the Association. This means that a large percentage of affiliated individuals, so to speak, doubtless hold only the haziest notions about the structure and the work of the Association as a whole, despite their relations with local State Committees. As a consequence the intimate descriptions of the composition and the functions of the three Commissions which this series of issues is bringing to the readers of the *QUARTERLY* should be especially interesting to those who, for one reason or another, have not found their way to Chicago in March. Moreover, it should be pointed out that the individual Commissions are self-contained to a remarkable degree and therefore will probably welcome the opportunity to get a close-up of what the others are doing. Perhaps we should periodically turn aside for these brief accounts of stewardship.

The Commission on Secondary Schools is the largest of the three. It has contacts with more than three thousand secondary schools. As this issue of the *QUARTERLY* clearly shows, these contacts which are chiefly maintained through the respective State Committees are intimate ones. Their best known feature is, of course, the required annual report. But there are many others which, when coupled with a selected array of services by the Commission on Research and Service, especially those in the curriculum field, add up impressively.

The work of the Commission on Secondary Schools, familiarly known as the "Secondary Commission," cannot be comprehensively evaluated. It has had a long and significant history. But let it be said that not a teacher has ever served in a North Central school but has felt its influence for good; not a school executive, but has been strengthened by its insistence upon praiseworthy educational standards. The Editor therefore suggests that the readers of this issue of the *QUARTERLY* turn to the preceding July number for the complete roster of members who are carrying on this tradition, and likewise commends to them for thoughtful perusal the necessarily all-too-brief materials which this, the January number, carries.

HARLAN C. KOCH

THE COMMISSION ON SECONDARY SCHOOLS AND ITS FUNCTIONS

The *Commission on Secondary Schools* of the North Central Association functions largely as a representative legislative body which meets annually to discuss and solve problems relating to the educational improvement and professional advancement of more than three thousand secondary schools. During the interim between annual meetings, a committee consisting of the chairman, the past chairman, the secretary, and four other members, elected by the Commission, and known as the Administrative Committee meets periodically to carry out directives, to consider other affairs of the Commission and to plan for the annual meeting. As an integral part of the North Central Association, the Secondary Commission establishes standards of excellence according to which the member schools are in a position to measure their progress and efficiency from time to time. Annual reports made to this Commis-

sion through state committees also serve to make school administrators conscious of their responsibilities both to their schools and to the Association. The original purpose of the Association as stated in 1895; namely, "to establish closer relations between the colleges and the secondary schools of the North Central Association" has been expanded to include all studies and investigations designed to improve through accreditation the educational program for both the colleges and secondary schools. Early inspection reports were largely of a quantitative character but in time the inadequacy of this mechanized plan of evaluating schools became more and more apparent to school administrators and to state inspectors of secondary schools.

In 1933, the Secondary Commission of the N.C.A. decided on a plan of action which was later to engage the attention of all other regional associations. After some time spent in preliminary research, leaders in both the secondary and collegiate fields of education began intensive studies in order to determine if possible a better approach to the measurement of institutional efficiency, which would eventuate in a more scientific rating of schools to be based on qualitative as well as on quantitative characteristics. The study which followed came to be popularly known as "The Cooperative Study of Secondary School Standards." A general committee of twenty-one educators chosen from the six regional associations assumed supervisory control of the project which now became national in scope. Two hundred high schools, private and public, located in distant parts of the country were chosen for an intensive survey by men professionally qualified to gather salient facts which would subsequently be classified, analyzed and compared. As far as the nature of the survey would

permit inductive methods were used in order to give reasonable validity to such generalizations as might be derived. Eventually, involved processes of measurement and rating were evolved from the general study which with some later simplifications have contributed materially to stimulate improved professional practices in all schools which are members of the regional accrediting associations or which aspire to become members.

Both quantitative and qualitative standards are now applied in estimating the educational efficiency of secondary schools in the North Central Association area. The *Policies, Regulations, and Criteria* of the Secondary Commission, however, are still in the process of refinement and will aid in restoring standards of excellence which in many schools have been severely jolted by the exigencies incident to the global conflict.

In the face of new and necessary readjustments in the social order during the last five years, administrators of secondary education somewhat reluctantly have had to make concessions to mediocrity in both the quality and the quantity of work done, which deviations in less turbulent years could not have been justified or condoned. During this period the nation's energies were directed to winning the war and the secondary school administrators recognizing this fact made such adaptations to the war effort as were needed to meet the national emergency. Methods of teaching were altered, established courses of study were modified, and new subject matter relating to military training was added in many schools. The need of training for industrial competency was also recognized to the extent that the more idealistic and basic cultural subject matter suffered a partial eclipse from which it has not yet entirely emerged.

Large numbers of pupils dropped out of school for diverse reasons and many teachers resigned in order to participate in productive work or to join the military ranks of the nation. In numerous instances substitutes not legally or professionally qualified to teach were called to the class rooms. This procedure, though largely unavoidable resulted in the abrogation or temporary impairment of many standards of professional excellence which had been laboriously but scientifically established in former years. Officers and reviewing committees of the Secondary Commission aware of these problems confronting high schools during the period of hostilities, have generously and wisely accepted many of the current deviations from standard educational procedures which had hitherto been largely governed by the approved regulations and criteria. The acceptance of these lowered educational levels, however, was at no time considered more than a temporary expedient to be discontinued as soon as the war crisis had passed. Administrators of North Central secondary schools must now undertake with all reasonable celerity the rehabilitation of their schools in conformity with the revised present day postwar *Policies, Regulations, and Criteria* of the Secondary Commission, which are applicable to all member schools.

The question might here be raised regarding the educational and social adjustments of the returning veterans. To what extent is it wise for secondary schools to give high school credits and special diplomas for the somewhat doubtful intellectual and *moral* development which is presumed to come to many through the fortuitous experiences of living and reacting to the stimuli of the moment over a period of months or years? The answer to this question is important and has a direct

bearing on secondary school traditions, precedents, and standards which are the primary concern of the Secondary Commission of the N.C.A. The Commission may find that new legislation will be needed to give member schools the latitude necessary to aid the returning veterans and post-adolescent civilians. This aid, however, should not result in the disintegration of long established and proven standards of educational efficiency. There is no royal road to learning, even though we might seriously wish that such a road for the veterans and adults should suddenly and magically appear. The awarding of high school diplomas on rather uncertain evidence of mental maturation now proposed can not be justified educationally nor socially for young men and young women. In a few states, however, provision has already been made to grant special high school diplomas to anyone nineteen years of age or over who can attain satisfactory scores on examinations covering different high school subject fields.

Recently the writer received a letter from a young man who said that he had passed these tests and that he wanted his high school diploma. A search through the school records showed that he had never completed the ninth grade. Another similar request came from a boy who had dropped out of school after the first semester of his Junior year. In this semester he passed three subjects with a grade of "D" and failed another. His test record which he submitted, however, showed that he had "passed" all five of the General Educational Development tests with comparatively high grades. If, as it appears, diplomas are now to be obtained by royal roads, the plan of accreditation now prescribed by the Secondary Commission will become of doubtful value.

The Commission can not justifiably

accept revolutionary innovations which would nullify the work of the men and women who have for many years devoted their energies to the establishment and maintenance of worthy standards of educational progress which can not safely be abrogated and replaced by unreliable measures of mental development, intellectual advancement, and social understanding. It is neither educationally sound nor socially desirable to assume that the lessons taught over a period of years by competent teachers can be equaled in importance by the lessons taught in the school of experience, however valuable the latter may be. Men and women who have had their education interrupted and retarded by the war deserve every reasonable consideration in their desire to secure more learning but, just as in the ranks they won their advancement by effort and application, so in civilian life they will succeed educationally by sustained endeavor and the attainment of higher levels of mental efficiency.

The purpose of the Secondary Commission is to elevate the levels of instruction and develop better secondary schools generally in the twenty states in which it functions by establishing and maintaining approved policies, regulations and criteria for the evaluation of the schools within its area. Its immediate purpose will be through liberal action to assist all schools to regain any losses they may have experienced during the conflict now ended and to show the way to new records of efficiency.

B. C. B. TIGHE, Chairman
Commission on Secondary Schools

THE ANNUAL MEETING OF THE COMMISSION ON SECONDARY SCHOOLS

Although there are some 3,021 member secondary schools in the North Central Association of Colleges and

Secondary Schools, a relatively small percent of this number is represented at the annual meetings by members of their administrative or teaching staffs. For the benefit of those member schools who are not directly represented at our annual meetings, a report on the actual mechanics of accreditation may be in order.

As you school executives are all very much aware, it is necessary to submit to the chairmen of your respective state committees on or before the first of November of each year an annual report on the conditions prevailing in your high schools. Each report is first of all checked in the office of the proper state chairman. Some time prior to the spring meeting of the Association, each state committee meets and considers the recommendations of its state chairman relative to each report. The state committee then in turn makes recommendations to the Commission on Secondary Schools as to whether or not the various schools in the state should be unqualifiedly approved, qualifiedly approved, advised, warned, or dropped. This recommendation is entered on page 4 of the report, and the state chairman carries all the reports with him to Chicago.

Usually on Monday afternoon or evening of the week of the annual meeting an informal session of the Commission on Secondary Schools is convened, and the Chairman of the Commission announces at that time the membership of the various Reviewing Committees. Usually there are six of these: the Committee on New Schools; the Committee on Schools Unqualifiedly Recommended; the Committee on Schools Qualifiedly Approved; the Committee on Schools to be Advised; the Committee on Schools to be Warned; and the Committee on Schools to be Dropped. Early the next morning these six Committees are

called into session and the 3,021 reports are distributed among the Committees on the basis of the recommendations made by the various state committees. In other words, if your state committee has recommended that your school is to be advised, the report blank that you submitted in November now goes to the Committee on Schools to be Advised. That Committee carefully reviews the data you have submitted and also considers the recommendation of the state committee. Then by ballot it is decided whether or not the Committee should approve the recommendation made by your state committee or recommend some other action to the Commission. It usually requires all day Tuesday to examine the reports.

The Reviewing Committees are then adjourned and the next morning the first regular session of the Commission is convened. It is customary to use this first session to introduce any matters that may require action by the Commission on Secondary Schools and also at this meeting we usually have two or three speakers of national standing to discuss with us problems of current importance to secondary schools. The second business meeting, in normal years, is held on the following day, and it is at this second meeting that the chairmen of the various Reviewing Committees appear before the Commission and make their reports and recommendations.

Any member of the Commission is privileged at this time to question the recommendations of the Reviewing Committees and it is only on vote of the Commission as a whole that schools are recommended to the Association for admittance, dropping, warning, or other action. At this meeting also, changes in the Criteria governing accreditation are considered, and the final business of the Commission is trans-

acted. Once the Commission is out of session, its actions are reported to the Executive Committee for submission to the Association as a whole in its final business meeting, which is usually held on Saturday morning.

Some of you may be interested in knowing what steps you should take in the event that you feel that the case of a given school has not been adequately presented to the Commission on Secondary Schools or to the Association. The right of appeal is open to you and you should immediately write the Secretary of the Commission on Secondary Schools. He will notify your state chairman and arrange a hearing before the Administrative Committee of the Commission on Secondary Schools. If you are still not satisfied with the action taken by that group, the Secretary will arrange for further appeal to the Executive Committee of the Association as a whole, which usually meets on the day following the meeting of the Administrative Committee.

The Commission on Secondary Schools is basically a democratic organization, with a majority of its members elected directly by the member schools themselves. In consequence you will find in it no disposition to wield the "big stick." Rather, the Commission feels that its function is to support and assist its member schools in their efforts to offer truly functional and worthwhile educational experiences to pupils. The faults of the Commission are the faults of all democratic organizations: the good and worthwhile is determined by majority opinion and not the opinions of self-appointed "experts" or small groups of "great thinkers." It is the desire and intent of the Commission to present to its member schools through addresses at its annual and regional meetings and through publications the ideas and proposals of those who feel they have something to offer for the

improvement of education at the secondary school level. But the extent to which these ideas are accepted must depend on their appeal to our secondary schools, and whether or not they are eventually crystallized in "policies," "regulations," or "criteria" will be determined by the ballots of our member schools. It is occasionally true that conservative majorities may, at least temporarily, block the efforts of liberal and progressive minorities. In such instances the education of the majority rather than mere railing at the stupidity of the less enlightened would seem to be more productive of lasting good.

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SOME POSTWAR PROBLEMS OF THE SECONDARY SCHOOL

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ALTHOUGH aware that there were problems which it would have to face when peace came, during the war the primary concern of the secondary school has been the contribution which it could make to the war effort and the solution of immediate and pressing problems arising out of the impact of the war upon it and the youth attending it. The result has been a tendency to subordinate the problems of the postwar period to the immediate problems arising from the exigencies of war. Now that we are emerging from war into peace, the problems which the school must meet in the days ahead have become of major concern. Some of these problems are an immediate outgrowth of the war. Others are problems of prewar days which have been given new importance as a result of the war. Limitations of space do not permit a discussion of all these problems, nor even an adequate discussion of those selected, but those which seem to be of primary importance will be briefly sketched.

An immediate and obvious responsibility of the school is that of assisting returning service personnel who are seeking further education. While early surveys indicated that only about 6 percent of the veterans would desire further education, present experience suggests that this proportion may rise as high as 15 percent and widespread unemployment would undoubtedly increase the number. The veterans seeking further education divide into three major groups, those desiring higher education, those wanting post-high school education but not of the college level, and those wanting education at the secondary or even the elementary level.

The first responsibility of the high school for these veterans is to offer them guidance and counsel. Experience has already shown that many of these men, even some at the college level, are asking the high school principals for advice concerning their rights under the G. I. and Rehabilitation bills, the nature of the educational program they should pursue, the institution they should enter, and other matters of importance to them. This is an immediate problem which the high school must prepare to meet, not only by using its own resources for guidance, but by establishing contact with the nearest center of the Veterans' Administration for information and further assistance.

The demand by veterans for further education at the secondary or lower level is steadily growing. This group includes high school graduates who want special courses so they may enter technical colleges, others desiring refresher courses, many who are seeking some form of vocational education, and non-high school graduates who either wish to earn a high school diploma or who want education at a lower level. Present experience indicates that the ages of this group range from about nineteen to over thirty-five years and their educational experience from the fourth grade to some college attendance. The futility of placing such men in high school classes seems obvious and has already been demonstrated by some of the earliest efforts to help them. Their experiences, age, and maturity manifestly are such that they should not be grouped with adolescents nor expected to conform to normal school routines. Likewise they should be given every opportunity to progress as rapidly as they are able. What is

needed is a superior form of adult education for these men. Courses should be organized and adapted to their needs, instruction should be individualized under the direction of superior teachers, and special facilities should be provided for them so that they do not need to associate with adolescents. The problem of providing an appropriate educational program and a proper environment for these service personnel is a challenge to our high schools and junior colleges. The experience gained in meeting this challenge will undoubtedly be of value in improving the present forms of adult education.

Closely associated with the above problem is that of providing further education for the large body of youth, estimated to be five million or more, who left school during the war years. The demand of industry, commerce, and agriculture for labor, the pressures of war psychology, the lure of high wages, and weaknesses or lax enforcement of child labor and compulsory education laws in many states have made possible this large exodus from the schools, in spite of earnest efforts to retain these youth. Most of them have entered jobs which required no special skills or in which they could be quickly and easily trained in a very narrow skill. Possessing inadequate vocational education, they are not equipped to meet the competition for employment in times of peace. Newspapers are already carrying reports from the U. S. Employment Service that persons having such meager training are unemployable except as unskilled labor. In addition to vocational incompetence, the inadequate education of this group does not fit them to assume the responsibilities of adult life.

The school has already recognized its responsibility for these out of school youth in its "back to school" cam-

paign at the opening of each school year. Many have returned, but increased age, dislike of school, increased maturity, and changes in attitude and behavior arising out of their work experiences have made large numbers unwilling to return. The school faces the immediate responsibility of developing a program of education for these youth which, like that for the veterans, is adapted to their abilities, needs and interests, which is flexible so that progress may be according to capacity, and which is related to life activities and taught in terms of the maturity and experiences of the youth. Such an educational program must be presented attractively through a continuous program of public relations if these youth are to be stimulated to accept it and return to school. The development of such a program is the responsibility of the secondary school if a large body of young people are to be helped to adjust themselves to the problems of living in a postwar world and to become fitted to earn a living and establish themselves as self-respecting members of our economic and social life. It is a problem for the high school in the smaller community where boys have left school for the farm as well as for the larger city high school.

The weaknesses in child labor and compulsory education laws which have permitted large numbers of children to leave the schools during the war furnishes a problem for the school as well as other social agencies interested in the protection of children. In some states interests which seek the lowering of the present standards governing child labor and compulsory education have seized upon the war needs as a basis for introducing bills into legislatures designed to attain those ends. Fortunately, such proposals have been largely unsuccessful, but if the schools really believe that all youth should

have a secondary education they face the responsibility in the postwar years of obtaining legislation which will raise the age for compulsory education to eighteen years, as it is now in three states, and of establishing legal controls over the employment of children in all occupations, especially in agriculture and domestic service.

A postwar problem which the schools face at once is the proposal for compulsory military training for all youth at age eighteen. The primary argument for this proposal is that it is necessary for national security. The evidence so far offered has failed to prove that a single year of military training will actually provide for national security. The fact that the American Legion in its recent convention in Chicago has made other proposals suggests that the veterans of World War I are not convinced of the validity of this proposal as a means of obtaining security. It seems at least equally logical to argue that, rather than obtaining security, conscription in this country will precipitate an international race for armament upon a scale hitherto unknown. The arguments that conscription will improve the national health and teach democracy are not sound, for health habits are a personal matter, learned through instruction and practice rather than regimentation, and military practice is the antithesis of democracy. Should this proposal become law, it will not only interfere with the further education of thousands of young men who want to enter our junior colleges or institutions of higher learning as well as a considerable body of youth who do not finish high school until after eighteen, but it will raise the danger of attempts by the military to control many aspects of education in our high schools. One needs only to recall the criticisms of high school education by

the military at the outbreak of the war and the demands for formal training to recognize this danger. Certainly the proposal for conscription presents the schools of the country with a serious issue.

A problem with which the schools have always struggled is that of obtaining an adequate proportion of the national income to maintain a satisfactory educational program. A recent report of the National Education Association¹ states that an immediate effect of the war has been a decline between 1939 and 1943 in the funds available for education. While restrictions upon the construction and equipment of school buildings because of war needs have been largely responsible for this decline, it is significant that this is the first time in the history of public education that a decline in the expenditures for education has occurred during a war. Estimates suggest that a rise in current expenditures since 1943, particularly in teachers' salaries, may have offset the decline in expenditures but in the face of a rapidly expanding national income the funds available for education have not increased. Actually, the share of the public schools in the national income is less than at any time since 1929. The meaning of this may be illustrated by the fact that teachers' salaries rose only 11 percent between 1939-40 and 1942-43 while the average income of all workers rose 56 percent and that of industrial workers 65 percent in the same period.

The decreased purchasing power of a dollar, owing to the inflation resulting from a war economy, has more than offset any increase in teachers' salaries or in the amounts available to the schools for current expenditures. The

¹ "School Expenditures in War and Peace," *Research Bulletin of the National Education Association*, XXIII (October, 1945), 49-92.

result has been a decline in the quality of education arising from the inability to replace teachers leaving the profession for industry or the armed forces with equally competent persons, as well as from lack of funds to purchase educational supplies or to replace worn out equipment. One of the most important problems facing the schools in the coming years is to obtain a more adequate share of the national income so that a high quality of education may be maintained. It may be added that an important aspect of this problem is to find means to equalize educational opportunity by providing financial assistance to states or communities within states whose resources do not enable them to maintain adequate schools. In part this can be done by developing better state programs for the support of education but the inequalities in wealth among the states indicates that some form of federal assistance must be provided if educational opportunity for youth is to be equalized. It does not seem reasonable nor wise that the quality of the education available to a youth should be determined only by the wealth available in the state in which his parents happen to reside.

A postwar problem equally as important as adequate financing of the schools is that of providing a sound organization of education in our states. The lack of effectiveness, efficiency, and economy arising out of the organization of our educational system into many small administrative units is too well known to need further comment. At the high school level it results in inadequate support, small pupil population and staff, inadequate plant and equipment, and unsatisfactory curricula. Since the boundaries of the administrative unit are usually co-terminous with those of the village or town,

it contributes to making the high school inaccessible to many rural pupils. According to the 1940 census nine of the states in the North Central Association ranked in the lowest half of all states in the proportion of rural youth sixteen and seventeen years of age attending school and six states stood in the lowest 25 percent.¹ While other factors contribute to this situation, the organization of the school system is the fundamental cause. If secondary education is to become really effective and adequate and available to all youth, it is essential that our state systems of education be reorganized so as to provide for larger administrative and attendance units, wider tax bases, and provision to make the high school accessible to all youth.

Any consideration of a program for the reorganization of our state systems of education to provide better secondary schools must also be concerned with the junior college. Although this institution has had considerable growth in many states in the midwest, it is typically a small institution, locally controlled and supported, and usually associated with the local high school. The increased attention since 1930 given to the problems of youth and the need for further general as well as terminal education has aroused a new interest in the junior college, its place in the educational system, the source of its support and control, its purposes, functions, and curricula. A number of events during the war have served to stimulate this interest. Beginning about 1938 there has been a marked annual increase in the number of special students enrolled in late afternoon and evening courses, largely vocational in nature. During the war there has been a phenomenal acceleration in the num-

¹ *Sixteenth Census of the United States, 1940*, Vol. II, Population. Washington: Government Printing Office.

bers of these special students so that they constituted 60 percent in the total enrollment in 1944-45. Although the close of the war may result in some decrease in the total enrollment of special students, the trend in enrollment before the war as well as the great increase since 1941 suggests that the junior college has a very important service to perform in adult education. The problems of returning service personnel who are seeking further education of a post high school nature but not on the college level offers it a further opportunity for educational service of this type. When these facts are considered in connection with the steady trend toward an annual increase in the enrollment of full time students preceding the war, it appears that the junior college has special educational services which it can perform, that it should be one of the most important units of our educational system, and that its further development is one of the important problems of the immediate future.

The issues concerning the junior college arise largely from the fact that it is usually a local institution, two years in length, depending upon local resources for its support, and obtaining its students from the local community. The result is that too often it is a small institution, not accessible to large groups who need its services, not adequately financed, not well housed nor equipped, especially for terminal education, and its curricula are too academic and directed toward college preparation. As a remedy for such difficulties some states are considering the establishment of state or regional junior colleges. Many authorities oppose state junior colleges, believing that it should be closely related to the high school, and urge larger administrative units, local control, and local

support supplemented by state aid as the wisest procedure. Some believe that, in large communities at least, the secondary school should be reorganized into two four year units, the junior college beginning at the eleventh grade. These, and other proposals which have been made, all indicate that one of the important postwar problems is to determine the wisest procedure for the organization and development of the junior college.

In prewar years there was a slowly increasing trend in the development of programs of adult education in high schools and junior colleges. With the onset of the war this trend was accelerated and thousands of schools inaugurated courses for adults, not only in agriculture and industry but in diet, health, child care, nursing, first aid, and many other areas. The desire of the returning service personnel for further education is continuing this demand for adult education. There seems little doubt that the development of programs of adult education appropriate to the needs of the local community is a problem which the schools face. The improvement of present programs and the inauguration of new programs of adult education must be based upon careful analysis of the needs of the local community. The making of such analyses and the development of appropriate programs of education is a responsibility the schools must meet.

In the decade before the war educators and thoughtful people had become quite conscious that the program of secondary education was not well adapted to the needs of youth. Many influences contributed to this awareness. The large amount of failure, retardation, and elimination, the effects of the depression upon youth, the inauguration of the C.C.C. and N.Y.A.,

the recognition of the increasing amount of leisure time, of the decreasing opportunity for employment of youth, and of the increasingly narrow specialization in vocational skills needed in industry, and other factors were important influences in the growing recognition of the inadequacy of the educational program. But the studies and publications of the American Council on Education, the Educational Policies Commission, the Regents' Inquiry in New York state, the U. S. Office of Education, the National Education Association, and other agencies were potent influences in developing an acute awareness of the effect of social change upon youth and the need to develop a more functional program of instruction.

As a result of these influences previous to the onset of the war state-wide programs of curriculum revision had been initiated and many individual schools had begun to experiment in the adjustment of the curriculum and instruction to the needs and abilities of youth. The war may have slowed this movement somewhat but has not halted it and in many ways has actually contributed both to showing its need and in furthering its progress. From the standpoint of the secondary school the most important postwar problem is the development of a functional program of education which is adjusted to the abilities of youth and which will meet their immediate as well as future needs.

Such a broad problem as this naturally breaks down into sub-problems which the school must attempt to solve if a sound educational program is to be developed. Within the limits of this article it is not possible to list all the sub-problems the schools must face, but some of the major problems may be suggested. As will be observed, these are not discrete but impinge and over-

lap upon each other.

Fundamental to the development of a functional educational program is the need to define as precisely as possible the job the school is to do. This means that there must be a cooperative effort by all the staff, elementary and secondary, to work out a clear statement of the purposes of education which all understand and to which all agree. This can be done only from study and understanding of our society and culture, of the nature of individual growth and development, and of the abilities, understandings, skills, appreciations, attitudes, and ideas which are needed for successful participation in our social order. When this is done, agreement should be reached concerning the functions which each unit in the school system is to perform in the attempt to reach these purposes.

When purposes are defined, another problem is to break down the conventional subject matter organization of the curriculum into a core curriculum based upon the abilities which all youth need to participate in our social order. Provision must also be made for the special abilities or capacities, the special needs and goals of each individual. For a few, this means preparation for higher education but for the majority it means vocational preparation. Both materials and instruction must be related to life and adjusted to individual capacities. To do this instruction must be individualized, and greater use made of visual aids, community resources and wider participation in community activities. Materials, experiences, and procedures must be organized and adjusted to provide an educational program suited to the abilities of each youth. Throughout the program every effort must be made to obtain a sound articulation both between school units and between courses.

To provide such an instructional

program the school faces the problem of obtaining adequate information about the abilities, experiences, achievements, needs, and the immediate and probable future goals of each pupil so that teachers may base their instruction upon as adequate knowledge of each pupil as can be obtained and so that a sound program of guidance may be set up. One of the greatest weaknesses of the typical school at present is its failure to provide teachers with such data and help them to learn how to use it. Equally great is the failure to develop an adequate guidance program.

The development of a sound program of instruction based upon individual abilities and needs will also require the abandonment of the old measures of progress based upon hours spent, credits earned, and group measures and the devising of means to measure progress in terms of individual measures of capacity, need, growth, and performance. Individualizing instruction will mean that some pupils will progress faster, accomplish much more than others in the same time. The progress of both the slower and faster performer should be measured in terms of his achievement, ability, and need rather than by some group standard. This is a difficult problem which the school must solve.

This brief outline attempts to suggest some of the major problems the high school faces if it is to develop a sound educational program. In endeavoring to develop its program, the school must recognize two facts. It is the fundamental institution through which our society is attempting to develop in its youth the attitudes, ideals, understandings, appreciations, and skills which are basic to our democratic way of life and that 80 percent of its graduates complete their formal education when they leave the school. It would appear logical and sensible,

therefore, for the high school to be concerned primarily with the needs of the youth who come to it and the value of its courses for these youth rather than with the conventional pattern of courses for college entrance. Provision should be made, as was pointed out above for the small proportion of youth who are going on to college but the interests of this proportion should not be allowed to supersede the interests and needs of the large body of youth for whom the high school is the final source of preparation for adult life.

Before the war educators were well aware that the educational problems the schools were facing arose from a technological revolution which was changing the economic, political, and social organization of our country and of the whole world. People were slowly beginning to recognize that we are one world, that no nation can live unto itself alone but that the events, affairs, and policies in one nation affected all other peoples. The war has made people conscious of this inter-relationship in the affairs of the world as never before. They realize that what happens in one nation or in one community is of importance to the whole world and that peace, freedom, and economic, social, and political security can be attained only through cooperative planning.

But nations still exist and will continue to exist as nations, each with its own culture, with its own self-interests, its own desire for security. If peace is to be maintained and peoples are to live together in harmony, then the nations of the world must learn to know each other better. Each must be willing to recognize the interests and needs of the other; each must learn to solve problems by intelligent debate, reason, compromise, and deliberate cooperation to find the solution best for the good of all. Within our own society the same necessity exists. The problems

of capital and labor and the welfare of the public, for example, can be better solved by honest endeavor to find solutions than by appeals to force through strikes and lockouts.

The development of better international relations, of a sound world order, depends upon a better understanding of the economic, social, and political problems and needs of each nation. This is a responsibility of the school. Knowledge of customs, language, literature, and other aspects of the cultures of other nations will assist, but knowledge of the economic and political problems is fundamental to any progress toward the solution of international problems. Within our own borders the same kind of knowledge is basic to the solution of our domestic problems.

The final problem which will be mentioned here is the need for a better understanding of the meaning of democracy and the inculcation in our youth of democratic principles as an actual basis for living. Tolerance in religion or in our attitudes toward other

human beings is a negation of democracy, for tolerance implies inferiority rather than equality. To teach and develop practice in racial equality so that men of all races and colors may have equal opportunity for employment, economic security, adequate housing in a desirable environment, adequate education, and for the other rights and benefits of humanity is a task which the school must learn to perform better. Nor must this stop merely with racial equality but extend to the practice of democratic principles in industry, commerce, social activities as well as in political life.

As was said at the beginning of this article, the problems which the school faces in this postwar period are not greatly different from those of prewar days. Some are the immediate outgrowth of the war but the major problems are those with which the school was struggling before the war but which have new emphasis and new importance as a result of the war. They present a challenge to the best efforts of the secondary schools.

THE REVISION OF THE POLICIES, REGULATIONS, AND CRITERIA

WILLIAM E. McVEY

THE accrediting procedures followed by the Commission on Secondary Schools are the outgrowth of many years of experimentation and represent the consensus of many leading educators on both secondary and higher levels of instruction. No one doubts the constructive influence of the *Policies, Regulations, and Criteria for the Approval of Secondary Schools* upon the quality and performance of the schools belonging to the Association. They have raised the whole level of secondary education during the present century; they have promoted a better understanding between colleges and secondary schools; they have influenced specifically the qualifications of teachers, the teaching load, the library facilities, the nature of the school plant, and the policies of boards of education.

Notwithstanding the qualities of merit, of which only a few have been enumerated, it becomes necessary to examine, occasionally, in a critical fashion, not only the criteria but in addition the policies and regulations. This examination is imperative in order to make certain that the persistence of time-worn custom, which has caused many educational enterprises to lapse into the deep ruts of tradition, may not inhibit changes which seem desirable in order to harmonize procedures with modern thought and later developments in the field of accreditation. With these purposes in mind, the Administrative Committee of the Commission has appointed a Committee on The Revision of the *Policies, Regulations, and Criteria*. The personnel of this committee follows:

B. C. B. TIGHE, North Dakota (*Chairman*)
EDGAR G. JOHNSTON, Michigan
M. R. OWENS, Arkansas
A. J. GIBSON, West Virginia
CARL G. F. FRANZÉN, Indiana
A. C. CROSS, Colorado
WILLIAM E. McVEY, Illinois (*Secretary*)

This committee is made up of men who have had many years of experience in the work of the Commission; they are thoroughly conversant with its problems and will doubtless approach them with that sympathetic understanding so essential to success in an undertaking of this character.

The committee has held one meeting. It convened in Chicago on June 14, 1945, and continued through the following day. At the outset, the group felt that it should establish clearly the nature and limit of its responsibilities. The opinion prevailed that two tasks should be considered: (1) the clarification and interpretation of existing *Policies, Regulations, and Criteria*; (2) a revision of established *Policies, Regulations, and Criteria* in a manner that will bring accrediting procedures in closer harmony with the principles established by the Cooperative Study of Secondary School Standards.

The remainder of the sessions of June 14 and 15 was devoted to a discussion of the policies of the Commission. It is the judgment of the committee that these are statements of guidance directing the official actions of the Commission, and that certain procedures are in need of clarification and interpretation if full use is to be made of the principles which they were designed to establish. With this end in view, each policy was subjected to critical examination with the result that certain

interpretations arising from the discussions were recommended to the Administrative Committee in the hope that, if acceptable, they might be passed along to State Chairmen and Reviewing Committees as guiding principles in the implementation of present policies.

The recommendations of the committee follow:

POLICY 1

No recommendations.

POLICY 2

It is the policy of the Commission to recommend the removal from the approved list of the Association any school which after a year's warning continues to violate the same regulation or criterion for approval which was violated the previous year. Upon the recommendation of the State Committee, this policy, however, may be waived by a three-fourths vote of the Commission members present.

Interpretation

State Committees are encouraged to advise a school, which has been warned for violation of a regulation or a criterion, to submit to an evaluation, using the *Evaluative Criteria*. This is to be done when, in the opinion of the State Committee, such an evaluation will assist in improving the condition for which the school was warned or in explaining the extenuating circumstances which may justify a second warning or even the discontinuance of the warning.

POLICY 3

No recommendations.

POLICY 4

Credits acquired through summer session work, extension courses, correspondence courses or state examinations will be accepted by the Association as counting toward the preparation of the teacher if such credits are accepted by an approved institution of higher education.

Interpretation

The Association recognizes that credit established in accordance with the recommendations in *A Guide to the Evaluation of Educational Experiences in the Armed Services* is sound. Such credit may be counted as a part of the preparation of the teacher, when accepted by an approved institution of higher education.

POLICY 5

No recommendations.

POLICY 6

No recommendations.

POLICY 7

It is the policy of the Association to warn high schools for violation of the conditions for eligibility to the approved list of the Association and to drop from this list any high school which violates the same regulation or criterion during consecutive years. High schools also may be warned or dropped whenever it becomes evident that they frequently violate conditions for eligibility to the approved list. In the case of a minor violation, the Association may instruct the State Committee to advise the school concerned. It is the policy of the Association not to take an action which is different from that recommended by the State Committee without first notifying the committee of the state concerned.

Interpretation

The procedure suggested in the interpretation of *Policy 2*, also, applies to *Policy 7*.

POLICY 8

In the case of individual schools of states, reasonable deviations from regulations and criteria may be accepted by the Commission and approved by the Association when recommended by the State Committee. Such recommendations must be supported by substantial evidence showing that these deviations are justifiable.

Interpretation

No school should be denied accreditation if it fails to meet fully all criteria and regulations provided its total educational pattern is good, as revealed by the results of a competent survey or other evidence. *Policy 8*, also, applies to new schools seeking admission. State Committees and Reviewing Committees are justified in expecting closer adherence to published regulations and criteria in the case of new schools. Special attention, however, shall be given to the reports of State Committees which have used the *Evaluative Criteria* as one of the steps to be taken by new schools in making their applications for admission. It is recommended that State Committees ask each prospective new school to carry out at least a self evaluation using the *Evaluative Criteria*. Such schools should be encouraged to use the full Cooperative Study Procedure, supplemented by a review of the self evaluation by a visiting committee or by the State Committee.

It is the intention of the committee to examine carefully the *Regulations* and *Criteria* at its next meeting. The committee is aware of the existence of numerous problems to which it must direct its attention. Particular reference is made to the transfer of teachers within a school system having more than one accredited high school and to the perennial question regarding the computation of teacher load, under the provisions of *Criterion 8*. The committee proposes to examine, also, the manner in which pupil load is calculated; the amount of credit in physical

education, music, typing, and other non-solid courses which may be earned in any one semester in addition to a full load of academic or other subjects. The revision of the *Handbook for State and Reviewing Committees* has a place on the agenda, and it is hoped that this document may fully reflect any revisions which are made in the *Policies, Regulations, and Criteria*, as well as some other changes which experience has proved desirable. Meanwhile, any suggestions and advice which may be sent in from those in the field will be most welcome.

THE NORTH CENTRAL ASSOCIATION AND THE COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

CARL G. F. FRANZÉN

RANK-HAPPY is an expression that has been a very common one in this man's war. Each individual wants to be given credit for something or other so as to stand well in the eyes of his immediate superior and thereby receive a recommendation for promotion. Especially is this true when more than one individual thinks that he ought to receive the accolade. Much has been written about the development of the *Evaluative Criteria* of the Cooperative Study of Secondary School Standards, and credit for its inception has been claimed by more than one group. Now it so happened that more than one group did experience the same sort of revival that actuated the North Central Association in 1933, but it was this group that took the actual steps which resulted in something being done about the matter.

"Something being done" about what? About the kind of standards which the Secondary Commission was enforcing upon member schools. In the late twenties and early thirties those in the position to apply the standards of the various accrediting agencies were beginning to raise serious questions about the validity of the prevailing standards as instruments for accrediting member schools. The charges were that the prevailing standards were mechanical, rigid, deadening, narrowly academic, that they were not in line with current educational philosophy, and that they were based on untested assumptions. These criticisms were brought out in open meetings of the Commission, but no definite action was taken until the 1933 meeting.

In the meantime the Commission on Institutions of Higher Education had appointed a committee to revise the standards of that Commission. The work of this committee received such favorable reactions and comments that the Executive Committee voted on November 12, 1932, "that the chairman of the Commission on Secondary Schools look into the matter of the work of the Committee on Standards with a view toward taking steps to make a scientific study of the present standards. (The suggestion was made that the Committee familiarize themselves with the work which Mr. Haggerty is doing and other work that is being done.) The suggestion was made that Mr. Carrothers get in touch with Mr. Joseph Roemer, George Peabody College, about the Study of Standards."

Accordingly, at the 1933 meeting, Mr. Carrothers brought this recommendation to the attention of the Secondary Commission. The following action was taken: "It was voted that the chairmen of the various state committees be constituted ex-officio members of a committee to propose and organize a plan for the study and revision of the standards. The committee was authorized to request from the Executive Committee the necessary funds to undertake the study." The Executive Committee granted the sum of \$1,000 for the expenses of this Committee.

The Committee of Twenty, as it came to be called, had a meeting at the close of the 1933 business session to discuss what it might do. One of the

first decisions was that a committee of twenty was too large a group to bring together, and that more effective work, at least in the preliminary stages, might be done if a smaller committee were appointed. Someone suggested five as a suitable number. Five it was. Members of the group nominated each other. When the last man was named, the Committee of Five consisted of George E. Carrothers (chairman), Carl G. F. Franzén, J. T. Giles, M. R. Owens, and A. A. Reed.

The first meeting of the new committee was a momentous one. It met in Chicago July 3, 1933, at the time of the National Education Association convention. Invitations to attend had been extended to representatives of the Southern and Middle States Associations and to Commissioner of Education-elect George F. Zook. It seemed to those assembled that the problem of the revision of standards was of too general importance to be studied by just one of the accrediting agencies, especially since the other two had been contemplating taking the same steps in its solution as had the North Central Association. So, at the invitation of Mr. Zook, representatives of the three Associations and of the New England Conference met in Washington, D. C., August 18 and 19, 1933, and organized as a national committee. They invited the Northwest Association and the State of California to participate. Thus the Committee of Twenty-one came into existence, five members from each of the original three Associations, three from the New England Conference, two from the Northwest Association, and one from California. All six groups were asked to contribute to the expenses of the project. Plans were made to ask assistance of the General Education Board, since the committee members realized that the costs would exceed the amounts that the various

associations would be able to give.

Then, just as in the case of the Committee of Twenty, the General Committee, as the Committee of Twenty-one came to be designated, decided that its work would be expedited if an Executive Committee of nine were selected to do the major part of the work. The North Central Association was represented by Messrs. Carrothers and Giles. Mr. Carrothers was chairman of the General Committee and of the Executive Committee. This latter committee made all the major decisions and planned the course of action to be followed. But, in order that matters might be speeded up even more, the Executive Committee appointed an Administrative Committee of three, of which Mr. Carrothers was a member. Any final judgments, however, were made by the General Committee. For purposes of historical accuracy it should be noted that the representatives from the North Central Association were the ones who stood firm to have the General Committee composed entirely of the representatives of the accrediting or regional agencies, and that any other individuals should be considered as advisory members. Otherwise, the committee would have been headed up by the Office of Education, and the control would have passed out of the hands of the constituent associations.

The report of the preliminary work of the General Committee was described by Mr. Carrothers in the January, 1937, issue of the *QUARTERLY*. An analysis was made of everything published on the many elements which, added together, produce a good school. Because of the nature of the work it was doing, the Committee of Twenty-one and the advisors adopted the name, The Cooperative Study of Secondary School Standards, and, in the fall of 1935, established national head-

quarters at 744 Jackson Place, Washington, D. C., with Walter C. Eells as coordinator, or director. Under his able leadership and direction the analyses that had been made were organized and molded into what were called the *Evaluative Criteria*. During the year 1936-37, two hundred high schools were visited and subjected to the test of the *Evaluative Criteria*. Of these two hundred schools, 89 were members of the North Central Association. The next year, 1937-38, of the fifteen schools selected to validate the results of the 1936-37 evaluations, five were in the North Central Association, and of the seventy-five supplementary schools evaluated under state auspices in which one of the Cooperative Study's field representatives served as a member of the visiting committee, twenty-one belonged to the North Central Association. Of the eight full-time members of the 1936-37 visiting committees, only two came from the North Central Association, Paul A. Rehms, of Battle Creek, Michigan, and J. E. Worthington, of Waukesha, Wisconsin. In 1938-39, Edgar G. Johnston, of the University of Michigan, was one of the four field representatives.

The 1940 edition of the *Evaluative Criteria* was the culmination of the greatest cooperative movement in secondary education ever witnessed by this country. Where, under previous analyses and reports, the implementation of any further action had been an entirely individual and voluntary matter, in this instance an actual laboratory situation had been provided for the conduct of the experiment. An answer had been found to the question, "What is a good school?" and hundreds of schoolmen had had a share in giving the answer. A significant milestone had been reached by accrediting and regional associations. They had learned that they had prob-

lems in common and that state, regional, geographical, and political boundaries were nominal rather than real. They had discovered that it was possible to judge a school as a whole, in that deficiencies in one area were balanced by excellences in one or more others, and that rigid adherence to an inflexible measuring stick was educationally unsound. They had found that accreditation was only one of their functions and that a far bigger contribution was their part in stimulating member schools to be doing even better jobs than they were doing, because the Educational Temperatures furnished them a picture, whose implications could not be denied, of their strengths and weaknesses.

So here we have the instrument, the beginnings of whose birth took place at that fateful meeting in April, 1933. What have been the more intimate connections of the North Central Association with the *Evaluative Criteria* in the more recent years of its history? In the first place, the Association helped finance the study in its developmental stages. A total sum of \$8,500 over a five-year period was its contribution. The other Associations also contributed, but the major financial support came from the \$141,000 granted by the General Education Board.

The June 27, 1936, meeting of the Executive Committee was devoted almost entirely to the work of the Cooperative Study of Secondary School Standards. "It was the feeling of the members of the Committee that a definite plan of administrative procedure should be adopted so that those representing the North Central Association in the Study of Secondary School Standards would have available more information and a better understanding relative to their duties and responsibilities. The committee carefully reviewed its former actions per-

taining to the participation of the North Central Association in the Cooperative Study of Secondary School Standards. A careful consideration was also given to the work which has been done by the Committee of Five which was originally solely a subcommittee of the Committee of Twenty State Chairmen appointed by the Commission on Secondary Schools. This Committee of Five as a subcommittee of the Committee of Twenty State Chairmen was made responsible for making a study of secondary school standards with a view to bringing together scientific data and material which could be used by the Committee of Twenty State Chairmen in making standards for the accrediting of secondary schools by the North Central Association. The Committee of Twenty State Chairmen is clearly responsible to the Commission on Secondary Schools.

On November 18, 1933, Mr. George E. Carrothers, as the chairman of the subcommittee on the study of standards, made a report of progress to the Executive Committee of the North Central Association. The Executive Committee accepted and approved the report and authorized the participation of the North Central Association in a nationwide study of standards.

The original subcommittee of five authorized by the Committee of Twenty State Chairmen by this action became a committee representing the North Central Association of Colleges and Secondary Schools in the National Committee on the Cooperative Study of Secondary School Standards.

It is evident that the Committee of Five now occupies two positions. It is responsible to the Commission on Secondary Schools for submitting to the Committee of Twenty State Chairmen scientific data, materials, and recommendations which can be used by the Commission on Secondary Schools in making standards for accrediting. It is responsible to the Executive Committee as a committee representing the North Central Association in all matters which pertain to the participation of the North Central Association in the Cooperative Study of Secondary School Standards.

As a committee representing the North Central Association, all members of the Committees of Five must be nominated by the Executive

Committee when the Association is in session and all members appointed to membership on this committee must be elected by the Executive Committee in the event that vacancies occur while the Association is not in session. In view of the fact that the Committee of Five represents also the Commission on Secondary Schools, it was the opinion of the Executive Committee that it would act on recommendations and nominations for membership in this committee made by the Commission on Secondary Schools or by the officers of this Commission at the time when the Commission is not in session.

On October 12, 1935, it was voted to accept the following Committee of Five representing the North Central Association in the Cooperative Study of Standards: George E. Carrothers (chairman), M. R. Owens, A. A. Reed, C. G. F. Franzén, and J. T. Giles. The members appointed by Chairman Hunt of the Commission on Secondary Schools be used as advisory members of the Committee of Five on all studies and matters pertaining to the formulation of standards within the North Central Association. At that time a recommendation was made to the effect that in the case of vacancies in the committee mentioned above, such vacancies should be filled by the Chairman of the Commission on Secondary Schools so as to include at least one or two high school principals. This recommendation was made by the Committee after George E. Carrothers, Chairman of the Committee of Five, informed the Executive Committee that the National Committee was not willing to have the committee representing the North Central Association increased to seven members.

On June 27, 1936, it was brought to the attention of the Executive Committee that the membership of the Committee of Five had been changed and that it now consists of the following members: George E. Carrothers (chairman), C. G. F. Franzén, J. T. Giles, E. E. Morley, and Raymond Osborne.

At the January 30, 1937, meeting of the Executive Committee one correction was made in the minutes, "namely, the membership of the Committee of Five reported to the Executive Committee on June 27, 1936, should have included M. R. Owens instead of Mr. Raymond Osborne."

Mr. Giles resigned from the Committee of Five, effective April 8, 1937, and the late Dean C. R. Maxwell was appointed to replace him. Mr. Owens was recommended to take the place of

Mr. Giles on the Executive Committee of the Cooperative Study. The Committee of Five continued with this new membership until the death of Dean Maxwell in 1940, when W. S. Roe was appointed to take his place. By this time, the 1940 edition of the *Evaluative Criteria* had appeared, with no further plans for modification for at least five years. In the meantime war broke out, so that the Committee of Five, as such, hardly functioned.

Then in early 1945, the Cooperative Study asked through its representative on the Administrative Committee, Mr. Carrothers, if the North Central Association wished to reconsider its representatives on the General Committee. The matter was brought to the attention of the Secondary Commission at the 1945 annual meeting, which, because of travel restrictions, consisted of the twenty state chairmen only. The chairman of the Commission, B. C. B. Tighe, was empowered to nominate five representatives to the Executive Committee. On April 6 and June 16, 1945, the following were approved: M. R. Owens and C. G. F. Franzén to serve as continuing members for one year, and G. E. Carrothers, W. E. McVey and H. C. Mardis to serve for two years.

In the meantime, the effect of the North Central Association's relationship, through the Committee of Five, with the Cooperative Study of Secondary School Standards, on the work of the Commission on Secondary Schools was noted in many ways. For the first time, in 1938, the title, *Policies, Regulations, and Standards for the Accrediting of Secondary Schools*, was changed to read, *Policies, Regulations, and Criteria for the Approval of Secondary Schools*.

Then, too, at the annual meeting in 1938, "The Commission accepted the resignation of members of all standing

committees and approved unanimously a motion to create a new committee of nine representative persons appointed by the incoming and outgoing officers of the Commission, responsibility of which would be to discover ways and means for adopting forthcoming proposals growing out of the Cooperative Study and directing such other responsibilities as they pertain to the evaluation of schools. The Committee of Five set up by the Committee of Twenty is continued during the life of the Cooperative Study."

This new Committee of Nine "arranged for the services of field representatives made available . . . by the sponsors of the Cooperative Study. Some one or more of these persons were invited to practically all the states in our Association. Their leadership proved most effective and resulted in some very constructive work being done in applying the evaluative criteria and in training additional leaders in the state to carry on."

For the first time, an introduction appeared in the 1938-39 pamphlet, *Policies, Regulations, and Criteria for the Approval of Secondary Schools*:

In the proposed revision of our standards the Committee¹ has been guided by the following principles: 1. That until the final recommendations of the Cooperative Study on Secondary School Standards are available for careful study no radical departures from the present accreditation practices should be undertaken.

2. That revisions at the present time should as far as possible be confined to:

a. Clarification and, if possible, a simplification of present practices and requirements.

b. Making the criteria of evaluation more flexible. This means that schools should be judged as a whole, and that deficiencies in one aspect may be more than compensated by superiority in other aspects.

c. Placing less emphasis on annual accreditation and more emphasis upon continuous forms of evaluation.

¹ The old Committee on Standards, whose chairman was Dr. H. G. Hotz.

d. Shifting the program of evaluation more and more from a mere accrediting procedure to a program of wholesome stimulation and wide participation through more direct supervision and long-time studies of changes in educational practices.

e. Erasing as far as possible the artificial line of distinction between "academic" and "non-academic" phases of school work.

At this same meeting, 1938, Policy 8 was changed to read: "In the case of individual schools or states, reasonable deviations from regulations and criteria may be accepted by the Commission and approved by the Association when recommended by the State Committee. Such recommendations must be supported by substantial evidence showing that these deviations are justifiable." In fact, the 1938-39 "Criteria" were entirely rewritten as a preliminary step to further modification as a result of future recommendations growing out of the wide use of the *Evaluative Criteria*. Just as one illustration, we note the changes in the wording of the sentence that introduces the "Criteria." In the 1934-35 edition [*Policies, Regulations and Standards for the Accrediting of Secondary Schools*] we find this statement, "Standards are rules for the government of high schools which may be violated only upon penalty of warning." In 1937-38 it was changed to read, "Standards are criteria for evaluating the work of a school, the violation of which shall result in a warning or advice to the school." Then, in the 1938-39 bulletin [*Policies, Regulations, and Criteria for the Approval of Secondary Schools*], the further impact of the *Evaluative Criteria* is revealed in the following sentence, "The standards of excellence which a school shall maintain are stated in terms of these criteria."

In 1939, the Committee of Nine was changed to a committee of seven, known as a Committee on Policies, to consist of the chairman, the immediate

past chairman, the secretary, and four other members of the Commission. The secretary's report for that year states:

There are now in the majority of states a considerable number of trained persons qualified to give further service to the several states in informing member schools with respect to the evaluative criteria, their values, the procedure and techniques in applying these criteria for evaluating schools for purposes of stimulation and improvement.

It is recommended, therefore, that a list of qualified and available persons, not to exceed nine in number, shall be prepared by the Committee on Policies and that this list be submitted to any State Committee desiring the services of these persons. It is further recommended that the actual necessary travel and subsistence expenses be met out of funds made available for this purpose by the Association upon recommendation of the Committee on Secondary Schools.

This list of persons shall constitute an Advisory Committee on the use of the Evaluative Criteria and shall be responsible to the Committee on Policies.

It seems, in view of the foregoing, that the opportunities for more effectively utilizing the many fine contributions of the Cooperative Study are now assured. The spirit of the members of the Commission—their attitude with respect to the true significance of the Evaluative Criteria and their use in secondary schools, is indeed heartening. *The challenge is there and the Commission is ready to accept it* [italics mine].

Other important statements in this same report are:

It is recommended that the Commission continue the use of the evaluative criteria for purposes of stimulation and improvement of member schools. *State Committees may, at their discretion, require that schools seeking membership in the Association apply by the evaluative criteria* [italics mine].

It is hoped over a period of five years all member schools will have availed themselves of and profited by these evaluative criteria as developed through the agency of the National Committee of the Cooperative Study of Secondary Schools.

The recommendation with respect to the selection of a group of not more than nine men experienced in the application of the *Evaluative Criteria* was

accepted, and an appropriation of \$2,500 was made by the Executive Committee for the expenses of these men.

Those appointed to serve were Eli Foster, principal of Central High School, Tulsa, Oklahoma; J. W. Diefendorf, state chairman, New Mexico; Ray F. Myers, principal of Thomas Jefferson High School, Council Bluffs, Iowa; Carl G. F. Franzén, state chairman, Indiana; Edgar G. Johnston, University of Michigan; A. C. Cross, state chairman, Colorado; L. R. Kilzer, University of Wyoming; O. K. Garretson, state chairman, Arizona; and A. C. Cross, state chairman, Colorado.

All twenty states were invited to make use of these men. Minnesota and Nebraska did not respond. Arkansas, Illinois, Indiana, and Montana indicated no desire for any assistance. Ohio could not be accommodated. Eleven states, then, received assistance as follows :

Mr. Cross—North Phoenix, Arizona, and Kemmerer and Cokeville, Wyoming.
 Mr. Diefendorf—Pittsburg, Kansas.
 Mr. Franzén—Will Rogers (Tulsa), Oklahoma; Marshall College High, Nitro, and Madison, West Virginia; North Muskegon and Manistee, Michigan
 Mr. Garretson—Springer, New Mexico
 Mr. Johnston—College High (Greeley) and Englewood, Colorado; Beaver Dam, Wisconsin
 Mr. Kilzer—Dickinson and Enderlin, South Dakota, Lemmon and Yankton, North Dakota

At the 1940 meeting of the Commission on Secondary Schools the number of members of the evaluating committee was reduced to seven. Messrs. Cross, Diefendorf, Franzén, Johnston, and Myers were holdovers from the 1939 committee. A. J. Holley of Oklahoma A. and M. College and R. Nelson Snider, principal of South Side High School, Fort Wayne, Indiana, were the two new members. The sum of \$1,500

was appropriated for the expenses of the evaluating committee, but an additional \$2,800 was granted and allocated to each state on the basis of one dollar per member school and one hundred dollars for those states in which there were fewer than one hundred schools. In other words, a double type of stimulation was encouraged in the use of the *Evaluative Criteria*. During the year the following special evaluations were conducted:

Mr. Cross—Laramie, Wyoming
 Mr. Diefendorf—Macon and Hickman High, Columbia, Missouri
 Mr. Franzén—Yuma Union, Arizona
 Mr. Holley—Albuquerque, New Mexico; Climax, Colorado
 Mr. Johnston—Bloomfield Hills, Centreville, and Northville, Michigan
 Mr. Myers—Park River, North Dakota
 Mr. Snider—Webster, Spearfish, Belle Fourche, Watertown, Brookings, and Redfield, South Dakota

All told, thirty-seven schools were evaluated by the special committee, as follows: Arizona, 3; Colorado, 3; Kansas, 1; Michigan, 5; Missouri, 2; New Mexico, 2; North Dakota, 3; Oklahoma, 1; South Dakota, 10; West Virginia, 3; Wisconsin, 1; and Wyoming, 3.

When the Commission held its annual meeting in 1941, the work of acquainting the member states with the use and application of the *Evaluative Criteria* by means of its own field representatives was considered a *fait accompli*, and the evaluating committee was dismissed. The Commission, however, felt that the state committees themselves needed continued stimulation, and so it asked the Executive Committee to set aside the sum of \$2,000 for any expenses incurred by a state committee in carrying on the educational program of evaluation. States with fewer than one hundred member schools were allotted a maximum of sixty dollars; those whose membership

was over one hundred schools were granted sixty cents a school. By the middle of March, 1942, only eight states had asked to be reimbursed for implementing the *Evaluative Criteria*; namely, Arizona, Arkansas, Indiana, Michigan, North Dakota, West Virginia, Wisconsin, and Wyoming. Consequently, in 1942 this special fund was abolished, but provisions were made for any emergency evaluations by allotting \$1,500 to the contingency fund of the Administrative Committee, as the Policies Committee of seven had come to be called.

In order to test the qualitative phases of the *Evaluative Criteria* the annual report blank for 1941-42 included a page for a self-evaluation of each school. The ten *Criteria* were listed together with the necessary sub-heads. A five-point scale furnished the opportunity for the evaluator or evaluators to give their estimate of the rating of the school or each item, 5 being very superior, and 1 very inferior. This was the same scale as that used in the *Evaluative Criteria*. These were the directions: "It is suggested that the evaluation of this school . . . be made by a local committee composed of the administrative head of the school and not fewer than four other members appointed by him with the approval of the Board of Education and including two teachers, one board member or school patron, and one high school senior. Compare this high school with other accredited schools of comparable size and rate each item by placing a check in the column that represents the judgment of the Committee. *Each member of the Committee should carefully read* the Policies, Regulations, and Criteria of the North Central Association before attempting to judge any item. Then the state committee indicated whether, in its judgment, the evaluations were too high or too low.

In the majority of instances they felt that the self-evaluations were too high.

The experience of such a self-evaluation was made the basis of the Commission's 1942 Thursday evening program, when a committee, composed, as recommended in the directions, of a principal, a patron, teachers, and a high-school senior related their experiences and reactions to the self-evaluating procedure.

During the years in which the *Evaluative Criteria* have been tried out in the states of the North Central Association the national office of the Cooperative Study of Secondary School Standards has been collecting annual data from each of the state chairmen relative to the extent to which the *Criteria* have been used in evaluating schools during the year. The tabulation (Table I) was made according to the number of schools evaluated under the auspices of the state departments of education, regional associations, and still others, and those that were self-evaluated. Also tabulated was the number using the alpha, beta, or gamma scales, and whether or not the evaluation program was limited to member schools or those applying for membership. Since it was evident that those states whose chairmen were in the state department reported evaluations as state evaluations, and those in which the chairmanship was in the university reported them as under regional or other auspices, all three types have been combined for this report. Column 1 lists all three of these evaluations, and Column 2 lists the self-evaluations.

The largest number of directed evaluations was made in 1939-40, the largest number of self-evaluation in 1941-42, after which year, because of the war, very few states conducted evaluations of any kind. Indiana was the only state to have evaluations every year. The situation in Kansas is somewhat

atypical. A plausible explanation is that the state chairman, who is in the state department, used the *Evaluative Criteria* as a guide in the inspection of schools, because there was no indication as to the use of any of the three scales. The state that has really conducted the largest number of self-

evaluating experience. Practically all the schools used the alpha scale. The only states which have consistently required the use of the *Evaluative Criteria* by schools applying for membership are Arizona, Indiana, and Michigan.

And now that so many schools know

TABLE I
EXTENT TO WHICH THE "EVALUATIVE CRITERIA" HAVE BEEN USED BY SCHOOLS
IN NORTH CENTRAL TERRITORY¹

State	1939-40		1940-41		1941-42		1942-43		1943-44		1944-45		Total	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Arizona.....	1*	5*	2	2		2		2					3	11
Arkansas.....	5	8	4	10				5					9	23
Colorado.....	15		17	20	11		1						44	20
Illinois.....														
Indiana.....	13		10		9	2	1		1		4		38	20
Iowa.....										3				3
Kansas.....	25	75	20	100	14	50							59	225
Michigan.....	5		4		3	3			3		5		12	11
Minnesota.....					1								1	
Missouri.....						8								8
Montana.....			2	6		6							2	12
Nebraska.....		12		20		20								52
New Mexico.....	2		1			2							3	2
North Dakota.....	4	4	1	10									5	14
Ohio*.....	10		20		13	70		1					43	71
Oklahoma.....	7	2		1									7	3
South Dakota.....	5			3	2	1							7	4
West Virginia.....	8		2		8		2	6			1		21	6
Wisconsin.....	2	12			6	25							8	37
Wyoming.....	5	3		3	7	3	3		1	2	1	1	16	12
Total.....	107	121	83	175	74	192	7	14	2	8	5	6	278	516

¹ For each year Column A gives the number of evaluations made under state, regional, or other auspices, and Column B gives the number of self-evaluations.

* Ohio reported many self-evaluations but did not give the number.

evaluations is Ohio. Four states, Illinois, Iowa, Missouri, and Nebraska, reported no evaluations under the direction of the state committee. Those states which have done the most to implement the *Evaluative Criteria* are Arizona, Arkansas, Colorado, Indiana, Michigan, North Dakota, Ohio, West Virginia, and Wyoming. All in all, approximately 25 percent of the member schools have felt the impact of the

what is meant by the *Evaluative Criteria* and since so many principals have served on evaluating committees even though their own schools may not have been evaluated, what has happened to the spark that put the whole movement in action? The Committee of Five, according to the minutes of the Executive Committee, had two functions to perform; namely, one to represent the Association on the Cooperative Study

of Secondary School Standards, and the other to report to the Committee of Twenty State Chairmen and to the Committee on Standards anything that might be used to make more flexible and truly educational the current standards for accrediting schools. Somewhere along the line this second relationship was overlooked. A reasonable explanation is that Mr. Carrothers, the chairman of the Committee of Five, ceased being chairman of the Michigan State Committee in 1936 and has not been so active since in the affairs of the Secondary Commission. Consequently, no one of the other members of the Committee of Five could take it upon himself to be responsible for seeing that the second relationship was kept a continually functioning one. And so, with the exception of the changes already mentioned in the 1938-39 bulletin, nothing further was done in the way of applying the *Evaluative Criteria* to improve accrediting procedures until a meeting of the Administrative Committee, October 17, 1941. According to the minutes, "Dr. Clevenger then commented on the need for a re-statement of our present Criteria. It was moved by Mr. Cross and seconded by Mr. Gibson that Mr. Clevenger and Chairman Franzén be delegated to study the Policies, Regulations, and Criteria and prepare a revision to be submitted to the Commission for consideration next March. The Motion carried." Mr. Clevenger and Mr. Franzén met in December and prepared the requested revision. What they did was to take the current bulletin for accrediting and restate its "Criteria" in the language of the qualitative terminology of the *Evaluative Criteria*, but at the same time, certain quantitative elements were preserved, such as those dealing with the qualifications of teachers and administrative officials. Nothing was done

with respect to the "Policies" and the "Regulations." The report was given at the meeting of the Secondary Commission on March 25, 1942. Mr. Franzén said, "We are not asking for any particular discussion on this thing today, but we want you to look over this and send in any criticisms. It is by no means a perfect instrument as yet, but so far as I, personally, am willing to state, with due apologies to the Cooperative Study, it is the best description of what we try to identify as a good secondary school." And there the matter rested.

Mr. Franzén was succeeded by A. J. Gibson as chairman of the Commission and therefore of the Administrative Committee. He asked for a reappointment of the committee to revise the "Criteria." The request was granted. Mr. Clevenger and Mr. Franzén were to select a third man to work with them. The war was on, both men were busy; Mr. Clevenger entered the Service, and the third man was not selected. In the January 8, 1943, minutes we find the following statement. "After some discussion of the advisability of any general revision at this time, it was decided by the Committee that the authorization to study the revision had no time limit and the secretary was instructed to write Mr. Clevenger and ask if he desired to make a report of progress during the meeting." Mr. Franzén reported for Mr. Clevenger and proposed for approval that the committee continue along the lines it had initiated. But he was the only one left to carry on. So Chairman Gibson added A. C. Cross and W. N. Van Slyck. Instead, however, of continuing with the original program of revision, the new committee was assigned the more immediate task of revising *Regulation 6-c*, the definition of a unit, and *Criterion 4*, the qualifications of the librarian. Mr. Van Slyck became too

ill to work with the committee, so Mr. Cross was assigned the task of revising *Regulation 6-c*, and Mr. Franzén that of *Criterion 4*. The results of their efforts became the basis of the 1944-45 referendum vote which was overwhelmingly in favor of the adoption of both revisions. So far as they could learn, their duties as members of the committee to revise the "Criteria" had been performed, in spite of the action of the Administrative Committee on January 8, 1943, already mentioned.

But all hope was not yet lost. Mr. W. E. McVey was president of the Association in 1943-44. His presidential address was on the subject, "The Accreditation of Secondary Schools." Although he made only casual reference to the *Evaluative Criteria*, his whole argument was along such similar lines that it was evident that his thoughts were in the same direction. He was especially equipped to deal with this topic because he had been a member of a joint committee to develop standards for accrediting four-year junior colleges. He had had to develop a set of standards that was a compromise between those applied by the Commission on Colleges and Universities and the *Evaluative Criteria*. So, he, too, in addition to Mr. Franzén, began a crusade to put the *Evaluative Criteria* to practical use.

In the meantime, Secretary O. K. Garretson had reworded the "Guiding Principles" for the 1944-45 bulletin. They now read:

The following general principles govern the thinking of the Commission on Secondary Schools in the formulation of its policies, regulations, and criteria:

1. Greater educational values are to be attained through wholesome stimulation and wise leadership of member schools than from complete reliance on the procedures and mechanics of accreditation. In an attempt to realize these values the Commission should:

a. Place greater responsibility for stimulation and leadership on the State Committees.

b. Stimulate, direct, and supervise the activities of the State Committees.

c. Initiate and direct long-time studies of changes in educational practices.

d. Place less emphasis on annual accreditation and more emphasis on programs of continuous evaluation.

e. Judge schools as a whole and permit marked superiority in one aspect to compensate for minor deficiencies in another.

f. Erase the artificial line of distinction between "academic" and "non-academic" phases of school work.

g. Evaluate schools on the basis of the degree to which their pupils achieve the goals indicated in the stated and approved philosophy and objectives for secondary education of the individual school.

2. In its attempt to stimulate, direct, and supervise the work of the State Committees and member schools, progress is best made through orderly and progressive change of the policies, regulations, and criteria.

Mr. McVey presented his arguments for a revision of the "Criteria" at a meeting of the Administrative Committee, December 8, 1944. "As a result of the discussion it was moved, seconded, and carried unanimously that, 'The Chairman appoint a committee to develop usable and practical procedures for the evaluation of member schools which will place more emphasis upon desirable forms of qualitative evaluation as enunciated in the Guiding Principles'." Chairman Tighe named the following men to the committee: Edgar G. Johnston, M. R. Owens, A. C. Cross, A. J. Gibson, Carl G. F. Franzén, William E. McVey, and B. C. B. Tighe.

This new committee met on June 14 and 15, 1945, with Mr. McVey as secretary. Its first action was a resolution to the effect "that it be the sense of this group that we have two tasks to consider: (1) the clarification and interpretation of existing Policies, Regulations, and Criteria, (2) a revision of established Policies, Regulations, and Criteria in a manner that will

bring our accrediting procedures in closer harmony with the principles established by the Cooperative Study of Secondary School Standards." The committee then devoted itself to devising statements that would serve to clarify and interpret the "Policies." Policies 2 and 8 received most attention. The following interpretation was developed for *Policy 2*, which concerns the warning and removal of member schools: "State Committees are encouraged to advise a school which has been warned for violation of a regulation or a criterion to submit to an evaluation, using the *Evaluative Criteria*, when in the opinion of the State Committee such an evaluation will assist in improving the condition for which the school was warned or in explaining the extenuating circumstances which may justify a second warning or even the discontinuance of the warning."

Policy 8 reads, "In the case of individual schools of states, reasonable deviations from regulations and criteria may be accepted by the Commission and approved by the Association when recommended by the State Committee. Such recommendations must be supported by substantial evidence showing that these deviations are justifiable."

The application of this policy was the cause of a great difference of opinion at the 1945 meeting of the Secondary Commission, which, as has already been mentioned, was represented by the twenty state chairmen and the officers only. Some of these chairmen had gone on the assumption that the wording of *Policy 8* applied to new as well as to old schools. Much to their surprise their interpretation was over-ruled, even though their interpretation had been accepted in previous years as leading in the direction to which the Committee of Five had

originally pointed the way.

An analysis of the occupancy of the state chairmanships during the year since the original Committee of Twenty State Chairmen began to function will reveal a most interesting situation. The only state committees who have had the same chairmen from 1933 to the 1945 annual meeting are those in Arkansas, Colorado, Indiana, New Mexico, and West Virginia. The following list shows when the other fifteen states had new chairmen.

Arizona	1934
Illinois	1944
Iowa	1937, 1945
Kansas	1934, 1936, 1937, 1938, 1941, 1944, 1945
Michigan	1936, 1941
Minnesota	1942, 1945
Missouri	1934
Montana	1934, 1936, 1937, 1940, 1942, 1945
Nebraska	1942
North Dakota	1935, 1936, 1937, 1940, 1942, 1945
Ohio	1936, 1938, 1944
Oklahoma	1934, 1940
South Dakota	1937, 1940, 1941, 1944
Wisconsin	1937, 1940
Wyoming	1940

Nine states had two or more changes within the twelve-year period, five had three or more, and three had four or more. One had six changes, and one had seven. Such a change in personnel in the composition of the Committee of Twenty State Chairmen, from the time of the inception of the study to revise the standards for accrediting, may account for the changed attitude toward the interpretation of *Policy 8*, because eleven of the fifteen state chairmen had come into office since 1938, when that *Policy* was adopted. These changes may also account for the fact that the established relationship of the Committee of Five to the Committee of Twenty State Chairmen had been lost sight of and for much of the uncertainty during the

past five years as to just what to do in bringing the *Evaluative Criteria* home to roost.

At any rate, this newer committee of state chairmen produced the following interpretation to guide reviewing committees at the 1946 annual meeting:

No school should be denied accreditation if it fails to meet fully all criteria and regulations provided its total educational pattern is good as revealed by a competent survey or other evidence. Policy 8, also, applies to new schools seeking admission, although State Committees and Reviewing Committees are justified in expecting closer adherence to published regulations and criteria in the case of new schools. Special attention, however, shall be given to the reports of State Committees which have used the *Evaluative Criteria* as one of the steps to be taken by new schools in making their applications for admission.

It is recommended that State Committees ask each prospective new school to carry out at least a self-evaluation using the *Evaluative Criteria*. Such schools should be encouraged to use the full cooperative study procedure, supplemented by a review of the self-evaluation by a visiting committee or by the State Committee.

The next steps contemplated by the committee involve the revision of the *Handbook for State Committees and Reviewing Committees* in the light of their interpretations of the *Policies, Regulations and Criteria*. This is the more immediate task. A far more difficult one will be the application of the *Evaluative Criteria* to the present regulations and criteria, although the preparatory work done by Mr. Clevenger and Mr. Franzén in 1941-42 ought to be a good point of departure. Nevertheless, if the hand that has been set to the plow is not to be turned back, it is imperative that we fulfill our obligations to those pioneers, the Committee of Twenty State Chairmen of 1933, and reward them with the fruition of our labors. Whether or not the Cooperative Study of Secondary School Standards decides to carry on a revision, within the next year or two, of the

1940 edition of the *Evaluative Criteria*, the Commission on Secondary Schools is again in a position to take the lead, this time to develop a set of regulations and criteria that will actually stimulate member schools to a program of continuous improvement.

The data furnished by the national office of the Cooperative Study of Secondary School Standards tell the extent to which the war has reduced the number of schools that are being evaluated. This state of affairs should not be permitted to continue. In those states in which schools applying for membership must still submit to an evaluation by means of the *Evaluative Criteria*, the schools are rendered an invaluable service, because they are informed about the specific areas in which they should improve. This method is far superior to the usual kind of inspection, that really does not get at the heart of the school's condition. The use of the *Evaluative Criteria* removes much of the guesswork from the quality of the recommendations which the state committee can make. Certainly, the *Evaluative Criteria* can be used to accredit new schools. The question is, "How can they be adapted to the annual accrediting of member schools?" That is for the new committee to solve.

But there is another side to the picture, and that is the element of stimulation. The opinion of those whose schools have been evaluated and of the members of the visiting committees has been practically unanimous in praise of the experience as the most valuable, educationally and professionally, which they have ever had. In fact, many have said that it surpassed any course in education which they had taken on the graduate level. This phase of stimulation also needs to be conserved. It is too valuable an experience to become past history in the

Association. Therefore, the Commission should again take steps to renew the interest and inspiration, which were so evident from 1938-1942, by encouraging *all* twenty states to make some plans for renewed activity.

To repeat what has already been quoted, "the opportunities for more effectively utilizing the many fine con-

tributions of the Cooperative Study are now assured. The spirit of the members of the Commission—their attitude with respect to the true significance of the *Evaluative Criteria* and their use in secondary schools, is indeed heartening. The challenge is there and the Commission is ready to accept it."

PROFESSIONAL ACTIVITIES OF THE STATE COMMITTEES

IN the pages which immediately follow, the chairmen of the twenty State Committees make brief reports of what their respective Committees are doing. In the aggregate these descriptions afford a bird's-eye view of that aspect of the Commission on Secondary Schools which the school men know best; namely, the field activities—and the personnel—of the State Committees whose “parishes” form a huge mosaic covering an area approximately 1,500,000 square miles in extent, roughly one-half of the continental United States! That the Association is often critically judged by the character of the stewardship discharged by these State Committees the following accounts clearly show.

ARIZONA

O. K. GARRETSON, Chairman

ALTHOUGH it is not feasible nor does it seem desirable in our more sparsely populated states to set up an elaborate program for the stimulation and supervision of our member secondary schools, we do have as a compensating factor an opportunity for close personal relationships with each of the administrators of our high schools. The Arizona State Committee of the North Central Association numbers among its members one principal from the extreme northeast portion of the state, another from the extreme southwest, and a third from the southern section. There is no exaggeration in the statement that every member of the State Committee knows and is known by every other secondary school administrator in the state. In such a situation it is obvious that the relationships between the State Committee

and the high school administrators are close indeed, and the probability that the State Committee would adopt any high-handed or bureaucratic attitude in dealing with member schools is exceedingly remote. This close relationship between the State Committee and the member schools largely accounts for rather an interesting situation in this state. The Arizona State Committee of the North Central Association is also the Arizona State Committee on Accreditation of Secondary Schools, and in this latter capacity supervises non-member as well as member schools.

Some years ago our State Committee took the lead in organizing the Arizona Secondary School Principal's Association. One of the regular items on the program of the spring meeting of that group is the report on the activities of the North Central Association. Several years prior to the authorization of such procedure by the North Central Association, our State Committee instituted the practice of having the Principal's Association elect one principal each year to membership on the State Committee. The services of the Committee have apparently been so satisfactory to the member schools that we now find it necessary to inform the Association when a man has served his allotted six years, lest the same member be re-elected indefinitely.

As one means of offering assistance to our member schools in the study of their problems, we have for the past thirteen years focused attention each year on some particular problem. One of the early studies made under the guidance of the State Committee was that of the programs of studies and

grade placement of courses in our high schools. Other projects in succeeding years have been the adequacy of the library, the use of the official transcripts in the assignment of teaching loads, the formulation of uniform permanent record cards, provision for adequate protection of permanent records from fire; and currently, the State Committee is engaged in a state-wide study of the distribution of class marks. As a part of its annual report each high school in Arizona has supplied us with the summarization of all marks given by each teacher in each of his courses. These will be tabulated, studied, and presented at the spring meeting of the Principal's Association. Other items that are at present of concern to the State Committee are the supply of qualified teachers and provisions for veterans. At the fall meeting of the State Committee certain recommendations were made to the State Board of Education relative to the issuance of High School Graduation Equivalency Certificates. These were in the main adopted as the policy of the State Board in this matter.

In this general statement we have not mentioned the use made in the state of Arizona of the *Evaluative Criteria*. This was omitted because it seems to the writer that this item deserves special mention. Owing to our widely-scattered population, arrangements for visiting committees have presented certain problems, but regardless of that, no new school has been recommended for admission into the Association until after it has gone through a thorough evaluation by a committee of six or more visiting principals. Prior to the outbreak of the war we were using the *Evaluative Criteria* as a means of stimulating improvement of member schools through a regular schedule of evaluation. Our experience with it has been most satisfactory, and mem-

bers of the visiting committees, almost all of our high school principals have served on at least one, have appeared to gain almost as much from their experience as has the high school being evaluated.

We in Arizona are keenly aware of the fact that our relatively great distance from the city in which the annual meetings are held makes it exceedingly difficult for the principals of our member schools to have the contact with the Association that we would prefer, and for that reason the State Committee makes every effort to present as clear a picture of the Association and its activities as it can to our member schools. This we hope we have done with a reasonable degree of success.

ARKANSAS

M. R. OWENS, Chairman

THE Arkansas State Committee has always maintained a close working relationship with all high schools having membership in the North Central Association. This helpful relationship may, in no small measure, be attributed to the recognized professional leadership of the members of the State Committee throughout its history. The chairman of the State Committee is a member of the State Department of Education and has general supervision over all high schools in the state. One result of this is a closer tie-up between the State Committee and North Central Association high schools.

At the annual meeting of the State Committee policies are adopted to guide the chairman in his work during the ensuing year. At this meeting he submits to the Committee a complete and detailed report on conditions existing in the schools, this report being based on a careful analysis of the annual reports and his visits in the

schools. The recommendations of the State Committee to the Association are based on careful consideration of all pertinent facts and relevant conditions in the respective schools, and as a result it is rather unusual for the recommendations of the State Committee not to be approved by the Association.

During the emergency created by the war the State Committee has assisted the schools in every possible way. Numerous bulletins, news letters, and personal letters have been prepared and sent to the schools to give needed guidance in meeting various problems. For example, just recently a brief bulletin containing recommended policies and procedures to be observed in evaluating military experiences in terms of high school credit was prepared and submitted to the Arkansas Association of School Administrators. This organization approved the plan, and it will be very helpful to Association high schools and to others as well.

Through visitation and inspection, conferences with local school heads, correspondence, and group conferences high schools are assisted in dealing with problems involving personnel, organization and administration, curriculum, and matters of general educational policy.

The close working relationship between the State Committee and the high schools during the critical period which still continues has enabled the North Central Association to deal with practical conditions in Arkansas in a reasonable manner which the school people thoroughly appreciate. This means that the leadership of the Association has been strengthened in this state during the war. The work imposed upon the State Committee has greatly increased, but in our opinion the Association must rely more and more on the respective State Commit-

tees in all matters relating to accreditation.

COLORADO

A. C. CROSS, Chairman

STEPHEN ROMINE, Assistant High School Visitor

EDUCATIONAL leadership offered by the Colorado State Committee and the Office of High School Visitation of the University of Colorado includes a number of services which may be classified as follows:

- A. Inspectorial, interpretative, and administrative
 1. Interpretation and administration of North Central Association policies, regulations and criteria.
 2. Inspection of school records and reports.
 3. Visitation of schools.
 4. Administration of the *Evaluative Criteria*.
- B. Consultative, advisory, and research
 1. Evaluation of educational experience in the Armed Forces.
 2. Consultative and research service with respect to educational problems of single schools or groups of schools, such as:
 - a. building programs and school equipment.
 - b. curricular revision.
 - c. guidance and activity programs.
 - d. health and safety.
 - e. inservice teacher training programs.
 - f. libraries and library service.
 - g. organization, administration, and budgeting.
 - h. public relations programs.
 - i. records and reports.
 - j. testing programs.
 3. Educational publications.
 4. Provision of speakers for local, regional and state educational and lay meetings.

These services are rendered with the view of promoting general improvement of secondary education throughout the state, in which connection close cooperation is maintained with other departments of the University of Colorado and with other state institutions of higher education.

Visits to member schools of the North Central Association are often made by committees consisting of experts in school administration, cur-

riculum, guidance, testing, reading, and other fields. In this way schools have the opportunity of discussing their problems with authorities in the several fields. Not only do the schools profit, but members of institutions of higher education are thereby able to observe secondary schools in operation and to formulate clearer opinions of them and the problems which they face. Visits are not confined exclusively to secondary schools, and many suggested programs of improvement, such as those relating to the curriculum, guidance, and so forth, pertain to the elementary as well as to the secondary school.

The administration of the *Evaluative Criteria* has been a major function of the State Committee and this office, and during the years 1939-42 forty-four schools were evaluated. Participating in this program were members of the State Committee, administrators, classroom teachers, and deans and heads of departments of all institutions of higher education in the state of Colorado.

Within the state the evaluation of educational experience gained in the Armed Forces follows the recommendations of the American Council on Education; however, in order to insure more uniformity in practice this office serves as a central agency for clearing problems relating to such evaluation.

Boards of education, school administrators, and teachers consult with the office in regard to many educational problems. This is encouraged, and many schools avail themselves of research service which is provided with respect to their specific problems. Testing programs are initiated and personnel supplied for conducting them and for interpreting the results and setting up remedial programs. The office participates in community surveys and studies with local communities the

problems of achieving a more functional and up-to-date curriculum. In-service programs of teacher improvement are encouraged and leadership provided to get them under way. Libraries are checked, book lists made available and references provided with respect to library services. Similar aid is afforded with respect to other problems which are included under consultative, advisory and research services.

Educational problems of state-wide importance are studied in an attempt to offer information or provide solutions. It is the intent of the Office of High School Visitation to issue publications relevant to such problems; for example, in connection with the problems of the high school teacher-librarian a new manual has just been issued. During the summer session the personnel of the office teach courses in administration and guidance which are closely related to the problems faced by schools in the state.

In cooperation with the Colorado School Board Association an attempt is under way to enlist the interest of laymen in the public schools and thereby to improve public support of education. Visits to schools include contact with boards of education, newspaper editors, and other prominent laymen who are instrumental in shaping public opinion. Members of the State Committee and personnel of this office are active in local and state educational affairs and cooperate in promoting the programs of the Colorado Education Association, the National Education Association, and other professional groups.

In these several ways the Colorado State Committee and the Office of High School Visitation of the University of Colorado hope to be of service to the schools of the state and to provide that type of leadership which will

stimulate improvement of secondary education.

ILLINOIS

L. B. FISHER, Acting State Chairman

PROFESSOR F. C. Hood, of the Office of the High School Visitor, is the State Chairman of the North Central Association for the State of Illinois. Dr. Hood, however, is on sick leave, and the author of this paper has been acting in his place during his absence.

As indicated above, the state chairman is a member of the Office of the High School Visitor. Consequently, he is in very close touch with all of the accredited high schools in the state. Since no school in Illinois can be a member of the North Central Association unless it is accredited, the state chairman is likewise very closely associated with all member schools.

Never is a school recommended to the Association as a new member, nor is a recommendation of warning or dropping made until after such school has had a thorough visit from either the Office of the High School Visitor at the University, or the Office of the Superintendent of Public Instruction. Since we have a cooperative plan for school inspections between the University, and the State Department of Education, a member of the State Department is a member of the State Committee of the North Central Association.

The State of Illinois is divided by a hypothetical line running north and south, resulting in an "East Side" and a "West Side." The two offices alternate in making visits on the two sides of the state.

The nucleus of the State Committee is composed of the State Chairman, who is a member of the Office of the High School Visitor, and the First Assistant Superintendent of Public Instruction. Other members are high

school administrators who are chosen according to the size of schools which they represent, so that all sizes of schools will be represented on the State Committee. These members are selected by the officers of the Illinois High School Principals' Association, and each member holds office for a term of three years.

State Committee meetings are held annually in the Office of the High School Visitor, at which time the State Chairman, together with the representative from the State Department of Education, give to the Committee members a thorough and comprehensive report of the member schools in the state. Those schools which are in difficulty are studied carefully by the entire Committee. Quite frequently after the Committee meets, a second visit is made further to determine the cause of the difficulty or violation of the regulation or criterion. Frequently members of the State Committee accompany the regular visitors from the Office of the High School Visitor. After such an investigation, a recommendation is made to the Association.

During the war emergency we have controlled the appointment of teachers who are not thoroughly qualified through our plan for issuing Emergency Approvals for one academic year only. These applications must be approved by both accrediting agencies in Illinois, and later accepted by the State Committee of the North Central Association. All such approvals expire at the end of the current school year. If it is necessary for a school to employ for the next year teachers who do not meet North Central Association requirements, a new application must be made. This year the State Committee will devote much of its time at the State Meeting to a discussion of raising the standards for approving emergency appointments. It may be

the opinion of the State Committee that next year we may begin to establish "floors" of teacher training requirements. We realize that it will be some time before all teachers will meet the requirements as set forth by the North Central Association. We do feel, however, that the time has come to begin to establish minimums for emergency appointments. Emergency teachers not meeting these minimums then will not be approved as they have in the past. The minimum standards, of course, will not approximate the regular standards as set forth by the North Central Association. It is the intention of our State Committee that each year the "floor" will be raised in proportion to the number of available teachers who are better prepared. As teachers become available the minimum will become higher, until we again reach completely the requirements naturally expected in a school belonging to the North Central Association. It is my opinion that this supervision, during the emergency, of the appointment of teachers who are not fully qualified has been an invaluable service to the schools in the State of Illinois.

INDIANA

CARL G. F. FRANZÉN, Chairman

THE relationship between the Indiana State Committee and its member schools was, for many years, one of just the ordinary administrative relationship involving the submission and examination of the annual report blanks. New schools applying for membership received a brief visit from the state chairman and were or were not recommended to the Association.

In the early thirties the state committee conceived the idea of having a luncheon of member school administrators at the time of the secondary principals' conference held annually in November on the campus of Indiana

University. At this meeting the chairman reported on the activities of the State Committee and gave an opportunity for discussion. A committee, appointed by the chairman, nominated the new member of the State Committee, to take effect at the annual meeting of the Association. Previous to this time the chairman had nominated this member without consulting the secondary school principals as a group.

One of the results of these annual luncheon meetings was an increased attendance at the annual meeting of the Association in Chicago. In fact, there were enough present on Thursday to have a group luncheon. The chairman reported on the status of member schools and actions taken by the Secondary Commission affecting all schools. The nomination of the new member if the State Committee was transferred to this meeting from the November meeting.

This particular meeting, for some reason or other, developed such an *esprit de corps* in the group that suggestions soon developed that we organize as Indiana North Central Association of secondary school principals, who would plan to have at least two group meetings each year, one in the summer or fall, and the other in Chicago at the time of the annual meeting. The group assembled first at Frankfort, Indiana, in 1938, and transacted some important business concerning the schools of the state. Then the question naturally arose, if we make these recommendations for our own schools, why should they not be made for all the schools? The only way to do this was to invite principals of non-member schools to join us. The result was the formation of the Indiana Association of Secondary School Principals, an affiliate of the National Association. The chairman of the Indiana State Committee is ex-officio a mem-

ber of the Executive Committee of the Indiana Association. The Activities Committee of this Association rules upon all contests and activities within the state for the State Committee.

The second step that effected a closer tie between the Association and member schools was the work of the Cooperative Study of Secondary School Standards. From the beginning of the study, Indiana has taken a great interest in its activities. As soon as the 1937 experimental edition of the *Evaluative Criteria* appeared, schools volunteered for evaluation. When the majority of the principals of the state had had experience in the evaluating procedures, the State Committee ruled that all schools applying for membership in the North Central Association go through the process of complete self-evaluation, followed by evaluation by a committee of principals and the state chairman. There were, however, several schools evaluated by a committee of principals only. After the visit of the evaluating committee, the state chairman made out the educational temperatures and wrote up an elaborate report which was sent to the school as a basis for study and improvement. This method of considering a school's application was a far cry from the earlier method of a brief, inspectorial visit. It was an extremely effective means to acquaint the teachers and pupils of the school, the school board, service groups, and members of the community with the work of the Association. Forty-nine high schools in the state have experienced a complete evaluation, and seven have had a partial evaluation.

A third way in which the State Committee deals with educational problems in the state is to investigate those school systems in which friction has developed between the board of educa-

tion and the administration of the school. Representatives of the State Committee meet with the board, the administrators, committees of teachers, committees of pupils, committees of representative groups in the community, representatives of the local press, and with city officials. A report is then written up by the state chairman, submitted to the members of the visiting committee for approval, and then sent to the board and to the superintendent. Through such an investigation, a community often learns for the first time what membership in the North Central Association means.

Until the war put a stop to conferences, the State Committee was sponsoring a special meeting that was held between the spring and fall luncheons. The first of these was held in Indianapolis, in April, 1943. The program was organized and presented by high school principals and college representatives. The topics for discussion came out of the annual meeting of the Association. The second such meeting was a two-day session held in August, 1944. The main purpose was to discuss the annual report blank and the credit to be given for work in the armed forces. There is an insistence on the part of Indiana schoolmen that this type of meeting be resumed next year. Such a desire on their part seems to be sufficient evidence that the North Central Association in Indiana is really playing an important part in their professional lives.

IOWA

L. A. VAN DYKE, Chairman

OWING to the death of Mr. James Rae, Chairman of the Iowa State Committee, in September, 1944, and the subsequent necessary reorganization of the Committee, there have been some breaks in the continuity of the pro-

fessional program of the Iowa State Committee since that time.

During the past year, however, the Iowa Committee has been working on several major projects in cooperation with other professional organizations in the state. Perhaps the most important of these projects is a statewide cooperative curriculum improvement program which is being undertaken under the official sponsorship of the State Department of Public Instruction. Members of the Iowa State Committee were active in initiating the state curriculum project and member schools have assumed leadership in the development of the program.

The statewide cooperative curriculum improvement program includes three distinct phases, (1) a statewide study and discussion program for local faculties on current issues relating to the secondary school curriculum, (2) the production of illustrative curriculum materials, and (3) a period of experimental teaching and evaluation.

The chairman of the State Committee is chairman of the state curriculum planning committee also, and other members of the Committee are members of various state curriculum committees too. Principals and superintendents of member schools of the North Central Association have worked closely with the curriculum program in providing the type of leadership necessary to insure the success of the local discussion meetings. Discussion and study meetings on curriculum issues are being held in more than one-half of the high schools of the state and from one to three county-wide meetings have been held in each county during the past year.

The State North Central Association Committee has also exercised leadership in working on the problem of evaluating credit for military service with professional groups in the state

and in organizing a state committee to recommend uniform practices in dealing with this problem. Although most member schools of the North Central Association have been following the recommendations of the American Council on Education in evaluating military service for educational credit, many non-member schools have not been following them. Consequently, there was wide diversity in practice and considerable confusion throughout the state in evaluating the military experience of returning veterans.

Upon the recommendation of the North Central Committee, the State Principal's Association, the State Superintendent's Club, and the State Department of Public Instruction appointed representatives to serve with members of the Iowa State Committee for the purpose of developing a workable set of guiding practices for all schools in the state in evaluating military service.

Over a period of three years the State Committee has worked closely with the State Secondary School Principal's Association in sponsoring a series of four or five meetings each year for the study of professional problems in secondary education. Prior to 1943 the State Principal's Association had been meeting regularly only once each year. It is now meeting several times annually owing to the leadership of principals in North Central schools and of the State Committee. There has been a marked improvement in professional spirit among secondary school men in the state as a result of these meetings.

KANSAS

RALPH STINSON, Chairman

THE accrediting of high schools in Kansas is done by the State Department of Education. The chairmanship of the Kansas State Committee is as-

signed to a member of the staff of that department. Since the state superintendent in Kansas is elected every two years, there are frequent changes in the department which result, in turn, in the appointment of different state chairmen at irregular intervals. It is difficult for the State Committee to exert the leadership that would be possible if such a situation did not exist. However, the Committee has as members men who are taking a very active part in the work of the Association.

Kansas participated actively in the Cooperative Study of Secondary School Standards and the influence of this movement is still felt in the work of accrediting schools. As soon as conditions permit, several schools wish to be evaluated by visiting committees. Until this can be done, all schools seeking admission to the Association will be visited by the chairman and some other members of the State Committee.

Plans are being made to have a luncheon or some other type of meeting at the Council of Administration in February. An effort will be made at that meeting to interest a number of principals in attending the annual meeting of the Association.

The State Committee plans to invite the administrators of a number of high schools to discuss some of their problems. Some schools have had difficulty in securing adequately trained teachers and, in some cases, have been forced to close some departments in their schools.

One of the most difficult problems to consider is that of the small high school. Decreasing high school enrollments in the state have made it impractical to continue some of the smaller schools. New legislation now makes it possible to include a greater area within the high school district, hence

greater assessed valuation follows. Also high school students may attend any high school in their county or adjoining county without payment of tuition, so that schools which cannot offer a good program will probably close. We consequently believe that the future of secondary education for Kansas is bright.

MINNESOTA

ELMER M. WELTZIN, Chairman

THE Minnesota State Committee stands ready to give assistance to member schools in the Association. Some of the services rendered will be briefly described.

1. Inquiries have been on the increase in regard to the requirements necessary to meet North Central standards. This has been especially true in the matter of qualifications of teachers and administrators during the war emergency. The State Committee has counseled member schools on standards that must be met by teachers in the various fields in order to qualify for teaching in a North Central school.

2. When a school is interested in having its situation evaluated and requests the State Committee to do so, the latter conducts a survey of the high school, using the *Evaluative Criteria*.

3. The State Committee makes plans for holding meetings of member schools. A meeting was held in Minneapolis, on the campus of the University of Minnesota, in which member schools participated. At this time discussions were held relative to the requirements of the North Central Association and suggestions for changes and improvements were obtained from the member schools. The schools were given an opportunity to discuss other matters to be voted upon by member schools.

4. It is the function of the State

Committee to receive and pass upon all the annual reports submitted by the member schools. Teacher qualifications are carefully checked to see that teachers are properly certificated and meet North Central standards.

5. Member schools of the Association are encouraged to make a record of their outstanding achievements and to write them up for publication in the *QUARTERLY*. This disseminates information to other members.

6. The State Committee represents the North Central schools in any meeting or discussion in which North Central schools are invited to participate in Minnesota.

7. Whenever inquiries are made concerning the standing of a Minnesota school and it can be reported by the State Committee that the school is a member of the North Central Association, questions relative to certain standards as to building, equipment, instruction, teacher qualifications, etc. are thereby answered, giving proper recognition to the standing of the school in question.

8. The Committee cooperates with graduate students by making records of North Central schools for Minnesota available for graduate study. This encourages research and disseminates valuable information to other schools.

9. The Committee also works in close harmony with institutions of higher learning and in this way brings to member schools information concerning what the University and its sister institutions expect from the secondary schools.

10. Through visitation the member schools are given help in improving their educational offerings and facilities in keeping with standards of the Association.

The foregoing statements afford a brief picture of services rendered by the State Committee of Minnesota.

MICHIGAN

EDGAR G. JOHNSTON, Chairman

THE Michigan State Committee has conceived its function as that of serving as "liaison officer" between the member schools of the state and the Commission on Secondary Schools. With this end in view there has been an effort to establish close contact with schools and to make the Committee itself democratically representative of North Central schools in Michigan. For ten years prior to the 1942 Constitution, which made committee membership elective, the Michigan Committee had three advisory members elected by the High School Principals' Association and one by the Association of Superintendents, and involved these members regularly in the work of the Committee. Contact with schools is maintained through committee meetings, an annual meeting of administrators of North Central Schools at the time of the convention of high school principals in December, mimeographed reports from the state chairman, and a considerable body of individual correspondence.

The Committee holds two meetings a year—one in the fall for discussion of general policies, suggestions from member schools, and trends in secondary education (by coincidence this meeting usually falls on a Saturday when there is a home football game in Ann Arbor), and a meeting in March for final action on reports and applications for membership. Plans are made at the fall committee meeting for the December meeting of member schools on the basis of a suggestion sheet included with the annual report form. The annual meeting has usually included an open forum for discussion of grievances or problems of member schools and policies of the Association. From this meeting have come several suggestions which were later presented

to the Commission on Secondary Schools by the State Committee. The meeting also has featured discussion of some timely issue of concern to schools, either by an invited speaker or by a panel of North Central administrators. Since from thirty to forty Michigan school men are usually in attendance at the Chicago meeting, an added feature was planned for 1945 in the form of a Michigan luncheon at Chicago. It is hoped that this plan may be carried out when regular Association meetings are again in order.

The state chairman ordinarily sends out two form letters to all member schools. In the spring a report of the Chicago meeting and a summary of the year's work in the state forms the burden of the letter. In the fall a letter accompanying the annual report discusses changes in policy and items of the report form which may be misinterpreted, indicates problems with which the Committee is concerned, and requests suggestions from the membership.

Since 1936 a major avenue of leadership has been provided through use of the Cooperative Study procedure. The State Committee has been the agency through which all evaluations in Michigan have been carried out. In arranging for visiting committees for those schools desiring a complete evaluation, an effort has been made to give an opportunity to participate to a large number of principals, superintendents, and classroom teachers from member schools. It is the feeling of the Committee that this experience has greatly stimulated the study of current trends in secondary education and has resulted in noticeable improvement in school programs. All Michigan schools applying for membership are asked to carry out at least the self-evaluation provided in the Cooperative Study procedure. In each

case a member of the State Committee is assigned as sponsor to each "new" school to explain the evaluative procedure, review the North Central report and *Evaluative Criteria* for the school, and to recommend to the Committee the action to be taken on the application.

The concept of leadership entertained by the Michigan State Committee is that attributed by Charles F. Thwing at the 20th anniversary of the North Central Association to James B. Angell, its first president: "not to be too far ahead—if he be, he is lost, and never behind—if he be, he is no leader."

MISSOURI

JOHN RUFF, Chairman

DURING the depression and the war years which followed, the Missouri State Committee has devoted its major energies to maintaining Association standards in its member schools and improving the opportunities for secondary education within the state wherever possible.

In accordance with the Association's constitution, our State Committee consists of five individuals, two of whom are members by virtue of their official positions, three being elected by the member high schools of the state. After canvassing the situation, several years ago, and analyzing the problems which confronted us, our Committee reached the conclusion that, if we were to do our work effectively and exercise maximum leadership, our first step must be in the direction of enlarging our organization within the state and broadening our base of operations. The Association faced serious problems in Missouri. Owing to the depression, many of our schools were operating under severe financial limitations. The war further complicated their problems by bringing about an acute shortage of

qualified teachers and administrators. Working under these adversities, a large number of Missouri's member schools experienced extreme difficulty in meeting the minimum standards of the Association. Indeed, many schools found it impossible to meet them. In view of this situation, the State Committee, with its relatively small membership, felt that it needed the assistance of additional secondary school men placed in strategic positions throughout the state, and we, therefore, proceeded to set up an Advisory Council consisting of ten individuals.

How are these individuals selected? The selection of the Council for the 1945-46 school year was handled in the following fashion which is typical of our usual procedure: Election to the State Committee occurred at the October conference of Secondary High School Principals. After this election, the State Committee surveyed the situation and then attempted to set up the Advisory Council in such fashion as would most effectively supplement the work of the State Committee.

It should here be made clear that the State Committee did not act arbitrarily in selecting individuals for the Council. Investigation revealed a large concentration of member schools in the city of St. Louis. Superintendent Phil Hickey, of St. Louis, was therefore invited to serve on the Advisory Council. Since he could not find the time to accept this responsibility, he was asked to designate a representative from the St. Louis area. He suggested John Nants, Assistant Superintendent in Charge of Secondary Schools. A similar concentration of member schools was found in Kansas City. Superintendent Herold Hunt, of that city, was similarly contacted, and he designated his Director of Secondary Education, J. G. Bryan, to repre-

sent that system and area. Although the concentration of member schools in St. Joseph is not as large as in Kansas City or St. Louis, it happened that that section of the state was not directly represented on the State Committee. Consequently, Superintendent Blackwell, of St. Joseph, acting on a similar request, designated Principal Marion Gibbins, of Central High School, as representative of that school system and that area.

Approximately forty parochial and other non-public high schools have N.C.A. membership in Missouri. They are represented by John E. McAdam, the University visitor of non-public high schools seeking University accreditation, Dean Leon H. Ungles, of Wentworth Military Academy at Lexington, and Brother Julius J. Kreshel, S.M., Principal of South Side Catholic High School, of St. Louis, and President of the Association of Catholic Secondary School Principals. C. C. Hubbard has long been principal of the Negro high school at Sedalia and effectively represents the point of view of Negro member schools in the state.

By election, Principal Neil C. Aslin, of Hickman High School, Columbia, is scheduled to begin his three-year term as a member of the Commission and State Committee immediately after the Chicago meeting next spring. He therefore was invited to serve on the Advisory Council this year in preparation for his term of official service on the Committee and Commission. Dr. Charles W. Martin of the Northeast Missouri State Teachers College had, for some years, been an active member-at-large of the Commission on Secondary Schools. Because of his familiarity with the Association's problems and his availability, he was invited to serve, and accepted. Dr. J. D. Elliff has rendered so many years of distinguished service to the Association

that his membership on the Council needs no explanation.

These ten individuals comprise the Missouri N.C.A. Advisory Council for the current school year. Once they are selected and agree to serve, their services are accepted in full faith by the official State Committee. They, along with the State Committee, constitute a unified group of fifteen individuals, strategically placed in secondary education throughout the state. All of them are serving the Association gratuitously and devotedly.

The effective coordination of a group of fifteen naturally involves more work than the coordination of a group of five. What compensating advantages to the Association and to secondary education have accrued from the plan here described? According to our own observations, the utilization of the Advisory Council has met with general favor throughout the state. In asking for the assistance of these ten additional individuals, we had the following objectives in mind:

1. We hoped that the members of the Advisory Council would bring to the official Committee additional information concerning state conditions, as well as fresh points of view. In short, we anticipated that the Advisory Council could materially assist the State Committee in dealing with its problems.

2. We hoped that the members of the Advisory Council would, in turn, aid in interpreting the work of the Association and the State Committee to their respective school systems, areas, and sections of the state.

3. We also indulged in the hope that the members of the Advisory Council would find the more intimate contact with the work of the Association and the State Committee professionally profitable and personally enjoyable.

The evidence clearly indicates that the first two objectives were fully realized. I hope and believe that the third has likewise been achieved. Certainly the official State Committee and I, as chairman, are under real obligations to the members of the Ad-

visory Council for their fine services from the outset.

In spite of the stresses and strains of the last ten years, evidence indicates that the program and problems of the Association were never better comprehended in Missouri than at the present time. Confidence and good will are reflected by the care with which the reports are prepared and the uniform courtesy and good humor which characterize the dealings between this office and the administrators of the member schools. It is heartening to observe, also, that, prior to last year's interruption owing to travel restrictions, the Missouri attendance at the Chicago meeting has increased year by year.

The Missouri State Committee and Advisory Council constantly bear in mind the fact that the program of the Association is a cooperative undertaking and that institutional membership is purely voluntary. We are honestly attempting to bring about "a better acquaintance, a keener sympathy, and a heartier cooperation." At our meetings, this group of fifteen systematically considers the educational problems which confront our schools and attempts to devise the best ways and means of solving them. We are constantly seeking better procedures and we believe that the enlargement of our group in the fashion here described has contributed very definitely to our effectiveness. We pass it on to our co-workers in other states for whatever it may be worth.

MONTANA

A. O. GULLIDGE, Chairman

THE present chairman of the Montana State Committee did not take over the chairmanship until September of the current school year. Since September 8, he has held forty-two high school conferences throughout the state. At

most of these conferences the North Central Association situation in Montana was discussed. Principals of North Central schools are anxious to continue their membership in the Association. It is true that only a small percentage of Montana's high schools are members, but as a result of the high school conferences held this fall more schools will apply for membership next year.

Montana is a large state; a state of unlimited resources yet undeveloped; a state that believes her youth is entitled to the best in education; and a state whose leaders are endeavoring to raise the educational standards.

Many of Montana's graduates attend universities outside of the state. It is as easy, as far as distance is concerned, for students of Eastern Montana to attend the University of Minnesota as to attend the University of Montana.

Montana educators feel that membership in the North Central is very worth while. The Montana School Administrators have scheduled a statewide meeting at Helena, December 6. The question of membership in the North Central will be part of the agenda.

NEBRASKA

G. W. ROSENLOF, Chairman

THE situation in Nebraska is such that two different agencies function in matters affecting accreditation and approval of schools. Only one agency is charged with the responsibility of visiting schools and advising administrators and supervisors at the time of such visitation. Prior to 1921, both the State Department of Public Instruction and the State University had visitors in the field. The Legislature felt that this represented unnecessary duplication and needless doubling of the costs of such service. Following that date, a new plan was put in opera-

tion whereby it was assumed the interests of both could be safeguarded and right public relations established.

At the present time, each accredited high school supplies to the University and to the State Department duplicate reports concerning all matters about which these two agencies must be informed. All correspondence concerning problems revealed by reports are in triplicate so that each agency may know what the other is doing. Recommendations and official actions are similarly handled.

Visitation, however, is almost wholly the responsibility of the State Department of Public Instruction. The reports of such visitation are made in duplicate and a copy filed in the Office of the University Examiner. The recommendations cover two matters: (a) approval to receive state-aid funds or to collect free high school tuition; and (b) recognition for accrediting by the University. The recommendations with respect to the latter are subject to review by the University Examiner.

Naturally those schools accredited to the North Central Association are included among those visited by the State Department authorities. These are of particular concern to the State Committee. Not only are these schools evaluated in terms of the University of Nebraska accreditation but also in terms of the North Central Association accreditation. Incidentally, state requirements for accreditation are almost identical with those of the Association. If there are any differences, they are differences in "degree of attainment" rather than of "kind of attainment."

In the second place, our State Committee acts as a whole in reviewing each case. No single individual of the Committee functions independently of the others. Each report is separately reviewed and recommendations of what-

ever nature are the result of Committee action. The chairman does carry on all correspondence as between schools and the State Committee and prepares tentative findings and recommendations for consideration by the Committee. The chairman is responsible for notifying the appropriate authorities in each member school of all deficiencies and allows opportunity for adequate explanation and modification where necessary.

Prior to World War II, an annual meeting of the representatives of member schools was held in connection with the Nebraska High School Principals and Administrators Association. For this meeting an organized program was prepared and presented dealing with the educational problems of the schools. Matters pertaining to the North Central Association program were also presented. It is anticipated that this meeting will be revived in the spring.

Emphasis during the war period has largely fallen upon individual school problems. The state chairman has exercised much influence in encouraging schools to employ staff personnel that can fully conform to requirements. Frequently we are called upon to advise on matters of instructional materials, library facilities, laboratory equipment, and programs of study. The reports of school visitors have frequently been the basis of important recommendations to administrative authorities.

The State Committee does not swing a big stick. It seeks to be informative and always constructive in its criticisms. It recognizes the need for sympathetic understanding. It exercises patience, hoping always to build rather than to destroy. It endeavors to retain the confidence of school leaders and thereby assure a voluntary and willing compliance with proper measures so that our schools may continue to improve.

NEW MEXICO

E. H. FIXLEY, Chairman

SINCE I am painfully new at my job, I have asked Dr. J. W. Diefendorf, recently retired after a long and stimulating service as chairman of the New Mexico State Committee, for a statement of what he considers to be the outstanding contributions of this group to educational leadership among the member schools. His listings may be classified in three main areas: *General Service*, *Personnel*, and *Physical Plant and Equipment*.

Under *General Service* the State Committee has met with school boards and faculties, participated in principals' conferences reported to member schools on Association procedures, urged attendance at annual meetings, and advised on qualifications of prospective employees.

As its contribution to *Personnel*, the group has sought to maintain standards of good teaching, guard against the overloading of new teachers, defend administrators and teachers affected by petty criticisms, protect school employees against political influence, and instruct board members in their duties.

In the matter of *Physical Plant and Equipment* the State Committee has pointed out unsanitary conditions, called attention to an inadequate number of drinking fountains, improved library facilities, and advised on general building conditions such as fire protection.

Since the above items seem to be constant problems in this state, it is altogether likely that the present State Committee will continue to direct its efforts in the same channels.

NORTH DAKOTA

W. L. JACOBSON, Chairman

THE North Dakota State Committee has always received excellent coopera-

tion from the administrative heads of all the high schools holding membership in the North Central Association. Prior to the war excellent leadership was shown by the State Committee in sponsoring and conducting school evaluations using the *Evaluative Criteria* of the Cooperative Study. Association schools were all made aware of the need for an evaluative program. This program was suspended during the war but it is a desire of the State Committee that it be revived and that new schools applying for membership use the *Criteria*.

Perhaps the greatest service performed by the State Committee during the past war emergency has been the counsel and advice given the member schools in regard to the many problems arising from the great shortage of qualified teachers. Each fall, member schools are invited to send representatives to a meeting held in conjunction with the annual meeting of the State Principals' Association. At this meeting they have the opportunity to discuss mutual problems. Changes in the criteria and regulations of the Association are outlined by members of the State Committee. The State Principals' Association is the organization which recommends administrative heads of secondary schools for membership on the State Committee.

The annual meeting of the State Committee is usually held in January. At this meeting careful examination is made of all reports submitted by the state chairman. Recommendations to the Association concerning member schools are outlined. A discussion of problems pertinent to member schools is followed by the formulation of a statement for publication. At the last annual meeting, the Committee discussed problems of education arising out of wartime conditions and went on record as being in favor of taking steps

to provide adequate funds for the increasing costs of school operation. Discussion stressed the importance of maintaining a high standard of education to offset unfavorable conditions which may face the nation in postwar years.

During the difficult period of the war, the fine leadership of the State Committee and the excellent cooperation of the administrators has served to keep the standards of member schools of the Association in most instances well above those of most of the other high schools in the state.

OHIO

D. H. EIKENBERRY, Chairman

Plan of Committee Operation.—The Ohio State Committee has adopted a working plan which operates as follows: The entire Committee holds four or five meetings each year for the purpose of adopting policies, holding hearings, and making decisions regarding recommendations concerning old and new schools. The first meeting is held in November at which time plans for the year are made. The Committee delegates to an administrative committee composed of the chairman and two principals the responsibility for examining all reports and for presenting their judgments to the entire Committee for ratification or modification. The administrative committee has one or more working sessions between each meeting of the entire Committee. At the March meeting of the State Committee final action is taken with regard to recommendations to the Commission at the spring meeting of the Association. In April the entire Committee has its last meeting of the year at which time the problems growing out of the Chicago meeting are discussed and tentative plans for the next year are made.

The Committee has the service of a

full-time secretary supplied by the University. The chairman and the secretary carefully examine all reports before submitting them to the administrative committee which in turn examines them with equal care before they are reviewed by the entire Committee.

Counseling and interpretation.—All members of the State Committee do much in the way of advising principals and superintendents in the matter of selecting teachers who meet Association standards, and in the matter of interpreting the regulations and criteria. Superintendents frequently confer with the chairman concerning the selection of principals. Officials of non-member schools frequently confer with the Committee members concerning their readiness for applying for membership. The advantages of Association membership are discussed in meetings of high school principals' discussion groups and in other professional meetings.

Stimulation of Nonmembers.—Early in 1944 a study made by the chairman showed that less than 40 percent of first grade high schools in Ohio are members of the Association. It was estimated that approximately three hundred schools were eligible under *Regulation 4*. Letters were written to all City, Exempted Village, and County superintendents and to all Diocesan superintendents pointing out the advantages of Association membership and inviting them to submit on a checklist data for schools under their supervision which they believed capable of meeting all requirements. As a result many checklists were received leading to applications for accreditation by twenty-three schools. Largely because of the war situation only five schools were recommended to the Chicago meeting where all were approved. The Committee informed the schools

not recommended that it desired to keep their applications on file and invited them to apply again the next year if the deficiencies had been corrected. To date several of these schools have made new applications. Two of them were approved at the recent meeting of the Committee. The Committee has the cooperation of the three high school supervisors of the State Department of Education in encouraging non-member schools, which in their judgment can meet all requirements, to apply for membership.

Use of Evaluative Criteria.—Little progress was made in promoting the use of the *Evaluative Criteria* until the time of the annual meeting of the Association, in 1939. At that meeting a group of Ohio school men met and decided to ask the Ohio High School Principals' Association to give consideration to the inauguration of the use of the *Criteria*. The Principals' Association at its meeting a few weeks later by formal resolution asked the Ohio State University to provide a seminar in which a group of principals could be trained to use the *Criteria*. This was done, followed by courses set up by the other state universities and by several private institutions. The State Committee gave valuable financial assistance to the High School Principals' Association in the publication of a 200-page book entitled *The Ohio Plan of Using the Evaluative Criteria* (1941).

Survey of Courses in Library Science.—At its meeting in April, 1945, the committee authorized the chairman to make a study of courses in Library Science offered by Ohio teacher training institutions. This study, which has recently been completed, shows that twenty-one Ohio colleges offer one or more courses. Two institutions offer a full year of school library science while two offer at least sixteen semester

hours. In addition, eleven offer at least six semester hours. It is the plan of the Committee, as soon as the new library requirements are officially adopted and the effective date determined, to supply all member schools with information concerning school library training opportunities in Ohio.

Revision of Policies, Regulations and Criteria.—At the November, 1945, meeting of the State Committee it was decided to ask all North Central principals in the state to make suggestions for the revision of the *Policies, Regulations, and Criteria* for the approval of secondary schools and the annual report blank with a view to supplying important data to the Commission's committee on revision. It is hoped that the results of this study will be available at the time of the 1946 meeting of the Association.

Annual Dinners.—For a number of years the Committee has arranged a dinner for North Central superintendents and principals at the time of the December meeting of the Ohio Education Association. These meetings have usually been addressed by officers of the North Central Association. On several occasions dinners at the Chicago meeting have been arranged. At the 1944 meeting it was decided to make this dinner an annual affair.

OKLAHOMA

E. E. HALLEY, Chairman

THE relationship between the Oklahoma State Committee and the member schools in the North Central Association has always been very congenial. This relationship may be partially attributed to the fact that the State Committee and the State Department of Education have always desired to meet all situations that have arisen with an open mind and have tried at all times to work out whatever difficulties occur in a harmonious manner.

The present emergency caused by the war has left Oklahoma almost destitute of well qualified teachers.

This is true in the face of the fact that our last Legislative program increased the State's assistance to schools at least 25 percent in the salary brackets. It was thought for a time that when federal projects in Oklahoma were closed, a great number of teachers would return to the teaching profession. We have found, however, that this has not been true in one salary bracket any more than in another. The teacher shortage in Oklahoma has almost reached the drastic state and, at the present time, we do not seem to see any relief for a few years to come. Owing to this shortage of teachers, the State Committee has followed the suggestions and recommendations of the State Board of Education in the issuance of certificates to teachers not meeting full qualifications.

At the regular annual meeting of the State Committee, policies are discussed and, likewise, special cases regarding schools and teachers are considered and passed upon. This is helpful to the chairman for the remainder of the year owing to the fact that these policies may be followed when schools send in their reports. When a school sends in a report that lacks information or a teacher is listed who does not seem to meet the requirements, a letter is written to this school asking for such information and further information, if possible, regarding the qualifications of the teacher. We do this in order to have the reports in the best possible condition for the meeting in Chicago.

This year, the State Committee is adopting the policies used in *A Guide to the Evaluation of Educational Experiences in the Armed Services*, sponsored by the American Council on Education for the evaluation of work done by returning veterans.

The use of the *Evaluative Criteria* is to be revived this year after having been dropped for the duration.

At the annual meeting of our State Committee, the chairman, who is a member of the State Department of Education, submits to the Committee a complete and concise report on all member schools in the state. It has been the policy of the chairman to visit all such schools and to offer suggestions and recommendations regarding their work.

There has been a very friendly relationship between all member schools and the chairman and we believe this continued friendship is due to the fact that these schools are kept informed regarding changes of policies by the Commission.

SOUTH DAKOTA

A. A. THOMPSON, Chairman

DURING the period of national emergency the State Committee has made every effort to maintain the highest standards possible under existing conditions, an attempt made with the full realization of the problems confronting the member schools and their administrators.

Some of the educational gains made up to 1940 have been lost. No effort is made to conceal this fact but it is hoped to regain this lost ground as rapidly as possible. Plans were laid in April, 1944, to build the financial resources of the treasury to a point which would allow a continuing evaluation program for member schools and the evaluation of schools seeking membership whenever feasible in the postwar period.

Many inquiries asking for advice and recommendations have been directed to the Committee. It has been the policy of the members to listen sympathetically to all cases, and to attempt a solution from as understanding a

viewpoint as humanly possible.

Much time and effort have been devoted to checking and re-checking reports, and to correspondence for getting supplemental information. Every school with a deficiency is given an opportunity fully to state its case, so as to guide the Committee in making its recommendations and to support its action before the Commission on Secondary Schools.

WEST VIRGINIA

A. J. GIBSON, Chairman

ON the one hand, the West Virginia State Committee has not been doing much in an aggressive way to offer leadership to member schools. On the other hand, for the past several years the Committee has been going about quietly building up good will and support for the Association. As a result the Association is stronger and has more wholehearted support than at any time since West Virginia became a member of it. Criticism of the Association has practically disappeared and everyone looks to it for leadership.

The State Committee attempts to keep its state members informed on all developments and seeks guidance and criticisms. Member schools know that criticisms are welcome and that they can say their say without danger of punishment.

The State Committee encourages the use of the Cooperative Study material as a basis for stimulation in all schools and requires it of schools seeking membership in the Association. As a result of this policy practically all principals of member schools have helped in one or more surveys. All who have participated have without exception testified to the value of the experience.

Last December the State Committee sponsored a regional conference of the Association which was held at Huntington, West Virginia. Although the

weather was the worst of the year with roads icy and practically impassable, the attendance was large and the meeting was a huge success. As an indication of how those in attendance felt concerning the meeting we are quoting below a resolution presented by Dr. John W. Davis, President of West Virginia State College, which was approved unanimously:

On behalf of the West Virginia, Kentucky and Ohio Educators here assembled in this regional conference of the North Central Association of Colleges and Secondary Schools, thanks and appreciation are extended to: (1) those thoughtful and constructive planners of the North Central Association who conceived and followed through the idea to hold educationally stimulating conferences such as the one held here this day; (2) all of the persons who aided in selecting West Virginia (Huntington) as the place of this regional conference; and (3) Dr. F. E. Henzlik, President of the North Central Association of Colleges and Secondary Schools; Dr. R. B. Patin, Dr. Russell M. Cooper Dr. C. A. Weber, Dr. John R. Emens, Dr. Paul W. Harnly, Dr. J. Harold Goldthorpe, Mr. Thomas R. Horner and Mr. A. J. Gibson for their presence and challenging contributions today.

It is the sense of this resolution of thanks and appreciation that the North Central Association has taken firmer educational ground for American Youth and democracy. It links also the efforts of this day with the noble educational endeavors of Haggerty, Zook, Scott, James, Judd, Cunningham, Elliott and Harper, who are currently immortalized in the cause which is championed by the North Central Association.

WISCONSIN

HARRY E. MERRITT, Chairman

IN Wisconsin previous to the development of the *Evaluative Criteria* by the Cooperative Study of Secondary School Standards, the leadership offered North Central Association member schools through the State Committee may be described as passive and routine. It consisted largely of a conscientious job of collecting, checking, tabulating, and filing the annual reports. Where the data revealed failure to meet standards, correspondence ensued, and wherever corrections were not made

appropriate penalties were imposed. The educational effects were far from striking, and apparently they were accompanied by nearly as much animosity toward the organization as by gratitude for its helpfulness in upholding desirable standards.

During the twenties and early thirties in our state, the number of persons having four years of college training, possessing satisfactory personalities and interested in high school teaching, fell far short of the number of teachers necessary to fill all secondary school positions. It was widely maintained that in all but the larger and more wealthy city and suburban districts, the possibility of building a high school faculty of superior personality and professional competence was enhanced by employing some of the better and more promising graduates from the three-year teacher training institutions. The better graduates from the three-year institutions were considered superior to the graduates from the University and liberal arts colleges who remained after the more fortunately situated schools were fully staffed. There was real merit in the contention. The combination of a leadership that possessed little enthusiasm for the organization and the difficulty which many schools with salary schedules short of the highest bracket faced in getting fully-qualified teachers very nearly killed off the N.C.A. as a constructive influence in secondary education in Wisconsin.

When the teachers' colleges began to graduate in considerable numbers candidates who possessed four years of training beyond high school, and when these colleges began to affiliate with the N.C.A., the basic reason for many schools to continue outside the fold of the N.C.A. was removed. However, no good reasons for desiring to achieve membership were apparent to the

superintendents and principals of numerous schools that could and did meet standards fully as high and frequently above all but those of the more outstanding member schools. Graduates from nonmember public high schools were and still are admitted to the University and to all other public and private institutions of college grade in the state on exactly the same basis as graduates from member schools. It was only the occasional graduate from a nonmember school who wished to enter an Eastern college or university who encountered difficulty because his high school was not a member of the regional accrediting association.

With the development of the *Evaluative Criteria* and the interest aroused through the evaluation of the five Wisconsin "guinea pig" schools, the N.C.A. ceased to be taken completely for granted by the State Committee and by both the member and nonmember schools. This interest promised to subside until Mr. F. V. Powell, then serving as chairman of the State Committee, with the expert assistance of Dr. Edgar Johnston, of Michigan, evaluated a few schools. The response from the schools evaluated, as well as from those who served on the evaluating committees was favorable. For the first time in years there was the beginning of a sentiment approaching enthusiasm for something with which the N.C.A. had a direct connection. Dozens of schools began to use the *Evaluative Criteria* and the self-evaluating procedure as a technique for the in-service training of teachers and general school improvement. A few schools, most of them member schools in good standing, requested the chairman of the State Committee to organize and conduct evaluations by visiting committees.

With more experience in evaluating schools, and profiting from the criti-

cisms offered, the period taken for evaluating a school was shortened to two full days and committee membership was not only increased but made more widely representative. In Wisconsin the procedure for the use of the *Evaluative Criteria* in evaluating secondary schools, with little doubt, varies quite widely in several respects from the procedures followed in other states. However, Wisconsin public, parochial, and private secondary school people, as well as the representatives from the University, the liberal arts colleges, the state teachers colleges, city superintendents and county superintendents, almost without exception, give their whole-hearted professional approval to what we do and the way it is done.

Because of the universal testimony to the great value, not only to the school evaluated but to the persons serving on evaluating committees, State Superintendent John Callahan in 1941 made the program of evaluating from six to ten high schools each year an integral part of the statewide supervisory program. During the period of World War II the heavy teacher loads and the instability of the faculty personnel in most schools made it necessary to discontinue the program. However, the interest continued, and now that a more stable condition is returning, several schools have requested a place on the schedule of evaluations.

Because, let us hope, fully qualified teachers soon will be available for secondary school positions, and because the N.C.A. and the Wisconsin State Committee are closely associated with a supervisory activity that brings a widespread and enthusiastic recognition of its value in stimulating secondary school improvement, the continued growth in respect for the organization primarily responsible for this activity is certain. With the increasing prestige of the organization a steady increase

in applications for membership is anticipated.

Perhaps the leadership provided by the Wisconsin State Committee still lacks aggressiveness. Perhaps the Committee itself deserves little credit for the increasing respect entertained for the organization the Committee represents. If these possibilities are completely true, the existing membership on the Committee is only slightly concerned. The members are perfectly willing to permit the N.C.A. to sell itself to the secondary schools of our state. The organization with the full cooperation of the State Committee is selling itself because it is associated with a sound program of high school improvement. Perhaps this is exactly the way the wisest leadership would have it, and perhaps over the years the N.C.A. will be best served by this type of leadership and the type of growth that is the result of this leadership.

WYOMING

L. R. KILZER, Chairman

Convention Fund.—Very largely owing to the fact that Wyoming is approximately one thousand miles from Chicago, until recently only two school men from this state attended the annual meeting of the Association in that city. These two men were the state chairman of the N.C.A. and the principal of the University High School. Lacking first-hand contact with the Association in general and with the Commission on Secondary Schools in particular, some of the high-school principals and superintendents were inclined to be rather critical. The Wyoming State Committee felt that it would be beneficial to adopt a plan whereby each N.C.A. high school would send its administrator to the Chicago meeting once in every cycle of six years, not only to attend as a spectator but also

to take active part on a reviewing committee. Such a plan was unanimously adopted and established several years ago. At present every N.C.A. high school in Wyoming is a member of this plan. Each year every one of these schools deposits \$10 with an elected treasurer, and every sixth year each may send to the Chicago meeting its administrator, with \$52 allowed on expenses. The remaining \$8.00 accumulated over the period of six years is set aside as a "cushion" to be used in case one or more schools within a given year fail to make their regular deposits. When this "cushion" reaches approximately \$300 it is planned to begin paying the full \$60 to those whose turn has come to make the trip. To date, almost every high school in the N.C.A. group has sent its administrator at least once, and the second cycle has begun.

A noticeably better attitude exists toward the N.C.A. This year, after some interruption owing to the war, perhaps fifteen administrators will attend the Chicago meeting. In some cases so much enthusiasm has been developed as to convince the Boards of Education in question to send their principals or superintendents with all expenses paid not only once in six years but also in other years.

Annual State Meeting.—In addition to the annual meeting of the State Committee, a conference hour is set aside for N.C.A. administrators each fall at the convention of the Wyoming Education Association. Heads of high schools which once belonged or which plan in the course of the next few years to make application for membership are also cordially invited to attend as visitors. Criteria, policies, and regulations in force, proposed for adoption, or about to be applied are discussed fully.

Application of Evaluative Criteria.—

Although there are only thirty-two N.C.A. high schools in Wyoming, we are glad to report that twenty-nine or ninety percent have already been evaluated. The remaining three will be evaluated next year and a few high schools are now asking to be evaluated for the second time. Almost every administrator of a member high school in Wyoming has been a member of an evaluating committee. Professor A. C. Cross of Colorado has assisted in three Wyoming evaluations and the Wyoming state chairman has assisted in two in South Dakota.

Allied Activities.—More than one principal in this state requested a few years ago that the N.C.A. assist in controlling allied activities. After *Criterion 10b* was adopted by the Association, the Wyoming State Committee felt that regulation could not be most

effective unless we had the cooperation of non-member schools. Accordingly the Committee requested the Wyoming Association of Secondary-School Principals to set up policies and regulations with the understanding that authority would be delegated to that organization as long as it assumed and exercised effective control. It is gratifying to report that *Criterion 10b* is being administered sympathetically and yet effectively.

Miscellaneous Services.—The Wyoming state chairman is called upon often to assist in determining credit to be granted for experience in the armed forces. He also took an active part in establishing a policy relative to acceleration of pupils through high school. He distributes various aids on many occasions.

STATISTICAL SUMMARY OF ANNUAL REPORTS FROM SECONDARY SCHOOLS, 1944-45

O. K. GARRETSON, Secretary
Commission on Secondary Schools

THE following material represents the statistical summary of the reports of our 3,021 high schools. We had hoped this year to be able to publish the complete report of the Secretary, summarizing separately the material for schools with enrollments of less than 200; 200-499; 500-999; and above 1,000, since that information would give a much clearer picture relative to such items as salaries, length of school year, preparation of teachers, *et cetera*, than one can get from combined data. The cost of printing, however, makes it infeasible to publish the entire report, which would run some 55 pages in length.

The number of our member schools continues to show a normal and healthy increase, and although the total enrollment for this year is still considerably less than that in our last prewar year, it is approximately the same as that shown for 1944. With the closing of hostilities, we of course expect that high school enrollments will return to normal figures. The average enrollment of high schools continues to decrease. Whether this represents a permanent change or whether it is temporary, occasioned by a war-time shift in populations, it is yet too early to determine.

The total number of pupils graduated from North Central high schools is now the lowest since 1938, when 278,917 pupils graduated. This of course is obviously the result of the war-time needs of the armed forces and of industry.

The length of the school term, which

is usually correlated with economic conditions, remains satisfactory. The short, or approximately 45-minute, period still remains the mode, although a trend is becoming apparent in the direction of the longer period.

We have had for the past two or three years what might be called a rash of summer schools, and an examination of the data presented seems to indicate that the number of clock hours required for one unit of credit would, if graphed, present a bi-modal curve, with one large group of schools requiring less than 100 clock hours per unit and approximately twice as many requiring 120 or more.

We are again presenting the salaries of the superintendents, principals, and men and women teachers in the form of distributions, since it is our conviction that distributions of this sort are more serviceable than are stated averages.

Despite the decided shortage of qualified teachers, we find that only twenty-nine of our schools showed a pupil-teacher ratio of greater than thirty. Also, despite the pressure on our high schools to permit pupils to enroll for excessive loads, we find that for the Association as a whole only 9 percent of our pupils are carrying as many as five units for credit.

The tabulation of ballots on the proposed changes in the Criteria shows each of the proposals to have received a vote favoring adoption of better than three to one, the change in *Criterion 6* being most popular, with a vote of 869 for to 61 opposed. These changes were

acted upon favorably by the Commission on Secondary Schools, and although they cannot go into effect until after they are adopted at the regular meeting by the Association as a whole,

they are printed for purposes of information on pages 17 to 21 in the current issue of the *Policies, Regulations, and Criteria for the Approval of Secondary Schools*.

REFERENDA

STATES	Regulation 6		Criterion 4		Criterion 6		Criterion 8	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Arizona.....	34	6	27	13	37	1	33	4
2. Arkansas.....	58	2	41	16	54	2	37	20
3. Colorado.....	65	1	53	12	60	3	54	10
4. Illinois.....	244	35	208	67	256	13	187	84
5. Indiana.....	132	14	132	14	141	4	115	31
6. Iowa.....	110	6	71	43	112	0	94	18
7. Kansas.....	97	5	87	15	95	4	82	17
8. Michigan.....	111	7	96	20	106	6	88	28
9. Minnesota.....	60	5	56	9	61	1	49	15
10. Missouri.....	156	7	125	36	153	4	109	53
11. Montana.....	24	0	23	2	20	1	18	4
12. Nebraska.....	131	3	84	46	119	4	110	17
13. New Mexico.....	21	0	20	1	21	0	16	5
14. North Dakota.....	34	6	29	10	39	0	30	8
15. Ohio.....	263	18	223	55	270	8	210	67
16. Oklahoma.....	79	10	55	32	82	3	71	15
17. South Dakota.....	30	2	13	19	31	1	23	9
18. West Virginia.....	70	6	66	8	67	2	67	7
19. Wisconsin.....	102	17	87	30	113	4	91	27
20. Wyoming.....	30	2	27	5	32	0	19	13
TOTALS, 1945.....	1,851	152	1,523	453	1,869	61	1,503	452

TABLE I

SUMMARY OF THE 1944-45 ANNUAL REPORTS OF SECONDARY SCHOOLS ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

STATES	TOTAL NUMBER SCHOOLS		ENROLLMENT DATA												GRADUATES				
			In Schools Reporting on Upper						By Grades						Total Number En- rolled	Aver- age Per School	Boys	Girls	Total Number Gradu- ated
			3 yr.	4 yr.	5 yr.	6 yr.	7	8	9	10	11	12	Spe- cial						
1. Arizona.....	46	0	2,173	14,023	440	1,201	257	300	5,389	4,941	3,805	3,150	85	17,927	389	1,160	1,719	2,879	
2. Arkansas.....	69	4	5,704	6,697	0	14,708	2,561	2,384	4,566	6,260	5,243	6,129	56	27,199	372	1,752	2,639	4,391	
3. Colorado.....	96	11	11,766	20,258	687	5,797	1,031	1,146	7,613	11,500	7,088	7,688	71	38,511	359	3,100	4,465	7,565	
4. Illinois.....	370	96	12,697	291,380	1,456	1,219	131	279	88,211	81,762	67,890	64,260	4,229	306,762	668	26,347	35,783	62,130	
5. Indiana.....	148	8	156	9,015	65,600	5,105	16,503	2,716	24,741	26,070	21,156	17,934	304	96,223	684	8,207	10,294	18,501	
6. Iowa.....	157	15	21,807	32,154	390	2,118	295	360	9,614	17,284	15,454	13,400	62	56,469	328	5,780	7,752	13,532	
7. Kansas.....	197	17	14,532	32,996	0	15,311	2,541	2,519	12,362	17,796	15,025	12,553	43	62,839	293	5,571	7,469	13,040	
8. Michigan.....	218	25	59,897	74,219	4,686	32,258	4,718	5,546	29,710	52,070	43,432	34,932	627	171,060	704	13,822	20,551	34,373	
9. Minnesota.....	97	23	37,806	16,484	0	222	33	31	4,723	18,568	16,517	14,559	81	54,512	121	5,872	8,718	15,590	
10. Missouri.....	131	44	14,552	61,381	2,708	9,762	1,370	1,815	21,425	24,800	20,687	18,255	51	88,403	505	7,444	9,517	16,961	
11. Montana.....	32	2	992	11,785	0	0	0	0	3,397	3,727	3,189	2,533	21	12,777	376	985	1,417	2,382	
12. Nebraska.....	148	10	8,473	31,520	189	2,568	306	311	9,756	11,700	10,850	9,690	47	42,750	270	4,249	5,461	9,710	
13. New Mexico.....	39	1	5,137	4,325	0	3,426	604	583	2,258	3,912	2,991	2,420	30	12,888	322	750	1,348	2,098	
14. North Dakota.....	64	4	2,944	8,395	231	1,845	252	301	2,979	3,615	3,276	2,969	23	13,415	104	964	1,316	2,480	
15. Ohio.....	370	35	47,402	100,654	3,225	79,495	13,319	13,866	46,774	61,198	52,032	43,566	221	230,776	599	17,743	23,897	43,640	
16. Oklahoma.....	120	3	23,886	16,754	0	0	0	0	5,320	13,853	11,597	9,784	86	40,640	330	3,793	5,551	9,344	
17. South Dakota.....	81	2	3,264	12,316	0	540	71	70	3,816	4,462	4,120	3,562	19	16,120	194	1,450	2,126	3,576	
18. West Virginia.....	154	2	15,316	18,536	0	38,295	7,066	6,535	13,524	18,997	14,752	11,836	337	72,147	462	4,439	7,069	11,598	
19. Wisconsin.....	125	25	2,6117	53,638	965	14,040	1,474	1,745	18,560	27,491	24,799	21,040	341	94,560	636	9,177	10,756	19,933	
20. Wyoming.....	31	1	1,009	6,338	0	2,387	465	425	2,333	2,480	2,162	1,847	22	9,734	304	754	1,024	17,778	
TOTALS, 1945..	2,693	328	324,582	879,453	20,092	242,385	39,300	41,518	316,981	411,676	348,374	301,907	6,756	1,466,512	493	123,339	171,072	294,411	
1944.....	Totals not comparable—data from one state lacking.		319,914	853,969	19,593	272,794	44,529	46,756	311,654	409,467	348,770	296,816	8,278	1,466,270	487	144,811	175,536	320,347	
1943.....			377,445	925,099	23,111	286,509	42,788	46,666	319,666	444,592	396,686	355,512	6,829	1,672,619	546	150,108	166,346	316,454	
1942.....			411,973	953,773	21,026	246,355	39,395	42,210	315,463	458,530	409,361	360,615	37,082	1,662,665	573	164,531	177,644	342,175	
1941.....																			

TABLE I (Continued)

STATES	DAYS TAUGHT 1943-1944										UNITS FOR GRADUATION										MINUTES IN CLASS PERIOD									
											FOUR-YEAR SCHOOLS					THREE-YEAR SCHOOLS					NON-LABORATORY SUBJECTS					LABORATORY SUBJECTS				
	Less than 170	170 to 174	175 to 179	180 to 184	185 or more	Less than 16	16	17	18	19 or more	Less than 12	12	13	14	15 or more	40 to 44	45 to 49	50 to 54	55 or more	60 to 64	40 to 44	45 to 49	50 to 54	55 or more	60 to 64	40 to 44	45 to 49	50 to 54	55 or more	60 to 64
1. Arizona.....	1	20	21	4	0	1	31	6	6	0	0	0	0	1	1	10	7	2	24	3	1	1	2	28	14	1	1	2	28	14
2. Arkansas.....	1	11	52	9	0	0	64	0	1	0	0	8	0	0	0	27	22	6	18	0	0	1	4	19	49	0	0	1	4	19
3. Colorado.....	6	28	40	28	5	0	93	1	0	1	0	8	2	0	2	27	23	20	3	7	3	3	12	32	57	0	0	3	12	32
4. Illinois.....	8	32	153	191	82	1	393	9	51	0	1	10	1	0	0	284	37	23	53	69	0	0	1	5	460	0	0	0	1	5
5. Indiana.....	0	21	95	22	18	0	136	6	0	0	0	14	0	0	0	29	9	36	74	8	4	4	29	86	33	0	0	4	29	86
6. Iowa.....	0	49	95	23	3	0	135	1	0	0	0	35	0	0	1*	45	23	16	51	37	3	1	12	52	104	0	0	1	12	52
7. Kansas.....	7	29	110	61	7	0	184	6	2	0	0	16	5	1	0	46	10	11	59	88	0	0	9	59	146	0	0	0	9	59
8. Michigan.....	3	24	30	88	98	0	181	11	0	0	0	46	4	0	1	75	27	34	97	10	5	5	3	104	99	0	0	5	3	104
9. Minnesota.....	6	59	24	30	1	0	29	1	0	0	0	88	2	0	0	9	8	16	74	13	2	3	12	80	23	0	0	2	3	12
10. Missouri.....	0	14	93	48	20	0	35	120	1	0	0	2	11	0	6	78	13	26	50	8	4	1	25	55	90	0	0	1	25	55
11. Montana.....	0	7	16	10	1	0	31	2	0	0	0	1	0	0	0	11	2	1	11	9	0	0	1	11	22	0	0	0	1	11
12. Nebraska.....	5	30	90	32	0	3	130	0	0	0	0	24	0	1	0	68	25	16	37	12	8	3	10	56	81	0	0	3	10	56
13. New Mexico.....	0	9	20	11	0	0	28	2	1	0	0	7	0	0	2	9	5	5	17	4	0	0	2	16	22	0	0	0	2	16
14. North Dakota...	0	15	42	11	0	0	52	9	1	0	0	6	0	0	0	39	17	4	7	1	2	1	0	17	48	0	0	1	0	17
15. Ohio.....	9	27	192	156	21	0	320	40	4	1	0	38	2	0	0	205	56	16	71	57	21	6	13	83	282	0	0	6	13	83
16. Oklahoma.....	0	4	111	8	0	0	61	13	0	0	0	46	3	0	0	4	8	12	26	0	1	7	72	43	0	0	1	7	72	43
17. South Dakota...	6	24	41	12	0	1	69	4	0	0	0	9	0	0	0	35	16	4	23	5	3	1	4	30	45	0	0	1	4	30
18. West Virginia...	0	2	27	127	0	0	128	9	1	0	0	15	3	0	0	1	0	9	108	38	1	0	7	105	43	0	0	1	0	7
19. Wisconsin.....	1	33	45	48	23	0	114	4	0	0	2	19	2	1	3*	36	32	39	33	10	10	20	40	37	43	0	0	40	37	43
20. Wyoming.....	0	5	24	2	1	0	30	0	0	0	0	2	0	0	0	7	4	3	15	3	0	0	3	17	12	0	0	0	3	17
TOTALS, 1945...	54	443	1,321	921	280	6	2,244	244	68	1	4	394	35	4	16	1,045	344	209	925	408	67	51	223	964	1,716	0	0	51	223	964
1944...	53	476	1,291	896	287	11	2,144	248	55	0	6	381	35	5	41	1,073	352	302	885	398	88	65	248	960	1,649	0	0	65	248	960
1943...	Totals not comparable—data from one state lacking.										0	2	3	4	26	1,307	198	101	889	456	125	133	94	902	1,656	0	0	133	94	902
1942...	49	342	959	1,149	386	26	2,201	215	19	0	2	394	30	4	26	1,307	198	101	889	456	125	133	94	902	1,656	0	0	133	94	902
1941...	Figures not comparable										0	2	3	4	26	1,307	198	101	889	456	125	133	94	902	1,656	0	0	133	94	902

* Not all schools reported.

Minutes in Class Period

No. of Clock Hours in Each Unit

STATES	Number of Schools Maintaining	Length in Days					Non-Laboratory Subjects					Laboratory Subjects					No. of Clock Hours in Each Unit					
		20 to 29	30 to 39	40 to 49	50 to 59	60 or more	Less than 40	41 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	101 to 110	111 to 120	121 or more	Less than 100	100 to 110	110 to 120	120 to 130	130 to 140	140 or more
1. Arizona.....	4	0	3	0	0	1	0	0	0	0	3	1	0	0	0	0	1	0	2	0	0	1
2. Arkansas.....	34	0	22	3	1	0	1	11	0	3	12	7	0	0	0	0	5	1	25	1	0	4
3. Colorado.....	10	0	4	5	1	0	0	3	2	2	2	2	2	1	2	2	5	1	0	4	0	0
4. Illinois.....	90	2	39	38	0	11	0	13	3	37	27	10	0	1	55	0	0	1	01	2	10	10
5. Indiana.....	65	0	25	33	0	7	1	20	4	17	19	4	1	8	5	0	2	0	28	0	0	0
6. Iowa.....	10	0	5	9	1	1	1	6	3	1	5	0	0	1	3	0	3	0	5	0	0	3
7. Kansas.....	19	0	3	12	1	3	0	6	0	6	6	1	0	2	4	2	10	0	4	0	0	5
8. Michigan.....	53	2	22	23	5	1	0	8	2	24	17	1	0	2	0	0	30	0	3	7	0	12
9. Minnesota.....	6	1	3	2	0	0	0	0	1	1	2	2*	0	0	1	1	0	1	0	1	0	2
10. Missouri.....	20	0	7	19	1	2	0	11	4	6	7	1	0	8	1	2	7	0	15	1	0	3
11. Montana.....	3	0	2	1	0	0	1	0	0	0	2	0	0	0	0	2	2	0	0	0	0	0
12. Nebraska.....	8	0	3	3	1	1	1	2	2	2	0	1	0	1	0	0	3	0	2	0	0	2
13. New Mexico.....	4	0	0	4	0	0	0	1	0	2	0	0	0	0	2	1	0	1	1	1	0	2*
14. North Dakota.....	5	0	1	3	0	1	0	0	0	1	3	0*	0	0	0	1	0	0	0	0	0	2
15. Ohio.....	61	0	28	30	2	1	1	22	2	17	15	4	0	5	0	9	22	3	30	0	0	10
16. Oklahoma.....	32	0	2	25	0	5	0	8	2	7	7	8	0	3	4	7	7	0	2	8	8	15
17. South Dakota.....	4	0	1	3	0	0	0	1	1	0	1	1	0	0	0	2	2	0	1	0	0	0
18. West Virginia.....	21	1	8	11	0	1	0	4	0	5	5	3	0	1	0	2	3	0	0	4	4	10
19. Wisconsin.....	16	0	5	1	1	0	1	5	2	3	4	0*	0	2	1	3	7	0	0	0	0	5*
20. Wyoming.....	3	0	2	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0
TOTALS, 1945..	483	18	185	224	14	48	7	122	28	152	138	52	8	37	115	60	115	6	20	252	23	111
1944..	487	13	184	220	18	51	8	151	38	110	141	55	2	50	80	45	170	10	13	120	25	123
1943..	...																					
1942..	...																					
1941..	...																					

* Not all schools reported.

TABLE I (Continued)

STATES	SALARIES																																	
	Superintendents—Public Schools																	Principals—Public Schools																
	Less than -999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 3000	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 to more	Less than -999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 3000							
1. Arizona.....	0	0	0	0	0	0	0	1	17	17	10	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
2. Arkansas.....	0	0	0	0	0	4	8	10	6	17	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
3. Colorado.....	0	0	0	0	0	0	0	2	3	19	18	9	7	11	3	3	2	1	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
4. Illinois.....	0	0	0	0	0	0	0	0	1	10	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
5. Indiana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
6. Iowa.....	0	0	0	0	0	1	2	6	27	16	7	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
7. Kansas.....	0	0	0	0	0	2	2	15	15	34	11	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19
8. Michigan.....	0	0	0	0	0	0	0	1	3	25	22	14	5	3	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	10
9. Minnesota.....	0	0	0	0	0	0	0	0	0	14	8	9	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
10. Missouri.....	0	0	0	0	0	1	6	14	8	6	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
11. Montana.....	0	0	0	0	0	0	0	1	2	9	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
12. Nebraska.....	0	0	0	0	0	1	6	20	18	52	9	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
13. New Mexico.....	0	0	0	0	0	0	0	0	0	2	5	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
14. North Dakota.....	0	0	0	0	0	0	1	14	10	24	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
15. Ohio.....	0	0	0	0	0	3	7	13	14	39	29	13	1	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
16. Oklahoma.....	0	0	0	0	0	0	1	8	8	24	10	4	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
17. South Dakota.....	0	0	0	0	0	2	4	17	30	11	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
18. West Virginia.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
19. Wisconsin.....	0	0	0	0	0	0	0	0	0	6	16	16	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
20. Wyoming.....	0	0	0	0	0	0	0	1	1	9	5	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
TOTALS, 1945..	0	0	0	0	0	12	42	109	134	365	268	102	29	21	3	7	2	1	9	1	0	0	5	15	61	79	187	233						
1944..	0	1	1	3	6	45	142	170	113	337	156	55	19	12	5	2	2	1	7	0	0	3	11	43	92	140	205	197						
1943..	Totals not comparable—data from one state lacking.																																	
1942..	0	1	4	32	76	159	188	188	135	350	240	168	106	64	37	51	23	26	120	17	73	150	211	248	262	199	261	160						
1941..																																		

TABLE I (Continued)

STATES	SALARIES (Cont.)																Superintendents—Private Schools																			
	Principals—Public Schools (Cont.)																																			
	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or more	Less than —999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 2999	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or more							
1. Arizona.....	11	7	5	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
2. Arkansas.....	3	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
3. Colorado.....	8	2	1	2	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
4. Illinois.....	98	49	25	24	17	31	1	3	1	1	0	0	0	0	0	0	2	0	0	1	0	2	1	0	0	1	0	0	0	1						
5. Indiana.....	31	19	16	20	7	2	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0						
6. Iowa.....	10	10	3	12	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0						
7. Kansas.....	42	19	9	1	2	0	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
8. Michigan.....	35	16	22	14	10	1	2	0	15	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0						
9. Minnesota.....	18	5	6	3	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
10. Missouri.....	17	5	7	5	6	3	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
11. Montana.....	2	3	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
12. Nebraska.....	7	3	2	2	3	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
13. New Mexico....	6	2	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
14. North Dakota..	4	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
15. Ohio.....	53	43	22	23	4	8	5	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
16. Oklahoma.....	17	3	7	3	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
17. South Dakota..	3	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
18. West Virginia..	33	10	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
19. Wisconsin.....	22	12	11	9	16	0	0	0	1	8	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0						
20. Wyoming.....	2	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
TOTALS, 1945..	422	219	148	124	73	48	16	14	16	2	14	0	0	0	0	1	0	2	0	3	2	2	0	2	0	1	0	0	2	2						
1944..	346	171	149	86	62	46	17	24	3	2	0	0	0	0	0	0	2	1	1	2	1	3	1	1	0	2	0	1	1	1						
1943..	Totals not comparable—data from one state lacking.																																			
1942..	242	169	118	68	67	27	16	19	3	5	38	0	1	0	1	4	1	0	3	0	3	2	0	2	1	2	0	0	0	3						
1941..																																				

TABLE I (Continued)

STATES	SALARIES (Cont.)																			Totals—Superintendents and Principals					
	Principals—Private Schools																			Total—Public Schools		Total—Private Schools			
	Less than 999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 2999	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 to more	Supt.	Prin.	Supt.	Prin.		
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	31	0	0	0	
2. Arkansas.....	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	53	17	0	0	3	
3. Colorado.....	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	60	36	0	0	11	
4. Illinois.....	70	0	0	0	0	3	1	0	0	4	0	0	0	1	0	1	0	1	1	85	291	8	82	7	
5. Indiana.....	2	0	0	0	0	0	0	1	0	1	1	0	1	0	0	0	1	0	0	16	132	1	1	7	
6. Iowa.....	12	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	89	68	1	1	14	
7. Kansas.....	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	81	124	3	3	6	
8. Michigan.....	18	0	0	0	0	0	0	0	0	1	2	1	1	0	0	0	0	0	0	74	144	1	1	24	
9. Minnesota.....	19	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	36	61	0	0	23	
10. Missouri.....	35	0	0	0	0	0	0	0	0	2	1	1	1	0	0	1	0	1	1	40	91	0	0	44	
11. Montana.....	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	15	0	0	2	
12. Nebraska.....	5	0	0	0	0	0	1	2	0	1	0	0	0	0	0	0	0	0	0	107	41	1	1	9	
13. New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	27	1	1	0	
14. North Dakota.....	3	0	0	0	0	0	1*	0	0	0	0	0	0	0	0	0	0	0	0	52	11	0	0	4	
15. Ohio.....	28	0	0	0	0	1	1	0	0	1	0	2	0	0	1	0	0	0	1	123	247	0	0	35	
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	58	62	2	2	1	
17. South Dakota.....	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	65	16	0	0	2	
18. West Virginia.....	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	154	0	0	2	
19. Wisconsin.....	11	0	1	9	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	43	82	11	14	1	
20. Wyoming.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	13	0	0	1	
TOTALS, 1945..	228	0	2	2	3	2	4	3	1	7	9	6	3	1	2	3	1	3	4	1044	1,663	29	284		
1944..	32	1	1	3	4	4	3	6	5	8	5	8	4	2	1	4	1	3	3	1,078	1,597	15	98		
1943..	Totals not comparable—data from one state lacking.																								
1942..	63	5	4	6	6	3	6	7	3	10	13	2	3	2	2	2	2	2	3	1,968	2,219	61	153		
1941..																									

* Not all schools reported.

TABLE I (Continued)

SALARIES—Public Schools—Men														SALARIES—Public Schools—Women													
STATES	Less than 1000	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	Less than 1000	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	
1. Arizona.....	0	0	0	0	15	39	72	68	45	32	20	201	0	0	0	1	18	58	101	65	63	30	25	27	388		
2. Arkansas.....	10	6	18	7	15	35	23	13	31	24	4	11	197	75	231	175	78	32	23	30	6	1	3	0	1	655	
3. Colorado.....	1	0	3	12	52	89	91	56	52	24	12	67	459	3	0	47	218	231	110	53	24	20	9	18	114	847	
4. Illinois.....	81	0	0	0	9	59	144	238	383	438	375	300	1,740	116	25	50	183	744	1,051	607	472	279	214	103	2,779	6,683	
5. Indiana.....	0	0	0	1	7	44	131	184	206	224	236	164	203	1	2	5	60	236	374	270	205	218	204	193	223	1,991	
6. Iowa.....	0	0	0	0	2	15	71	120	132	183	108	51	42	724	7	2	33	137	512	404	137	148	93	46	1	0	1,540
7. Kansas.....	1	0	0	5	6	20	84	125	255	158	70	43	21	788	3	12	40	105	546	439	108	77	11	7	22	0	1,550
8. Michigan.....	0	0	0	0	8	30	79	193	259	362	314	156	661	2,062	6	4	6	108	423	566	331	316	273	212	78	871	3,194
9. Minnesota.....	0	0	0	0	1	11	40	86	79	80	117	143	7	564	1	0	108	316	169	111	85	101	116	271	2	1,279	
10. Missouri.....	11	3	14	45	44	101	93	70	75	104	73	271	904	15	29	248	377	259	149	69	88	49	61	96	389	1,829	
11. Montana.....	0	0	0	0	3	24	43	26	37	19	6	4	162	1	0	2	17	57	88	62	32	24	7	1	0	291	
12. Nebraska.....	0	1	8	5	16	47	74	94	99	101	18	14	477	2	3	44	84	365	373	79	46	51	187	0	0	1,234	
13. New Mexico.....	0	0	0	0	9	26	28	30	25	32	3	13	166	3	0	2	15	88	135	62	20	31	1	0	4	361	
14. North Dakota.....	0	0	0	1	5	22	27	45	32	10	3	0	145	0	0	7	46	128	80	51	3	4	1	1	0	321	
15. Ohio.....	0	1	16	78	260	447	567	366	354	387	215	654	3,345	0	19	378	706	720	597	411	233	213	428	263	745	4,683	
16. Oklahoma.....	0	1	17	38	43	70	45	52	45	21	34	48	414	1	24	236	257	121	72	62	65	40	62	7	2	0	949
17. South Dakota.....	0	0	0	0	4	20	45	56	54	17	6	17	228	0	0	11	35	172	178	45	14	4	0	0	0	0	459
18. West Virginia.....	1	6	39	156	146	110	101	46	39	16	12	5	677	2	29	381	721	437	218	137	25	4	1	0	0	0	1,955
19. Wisconsin.....	0	1	7	11	26	87	170	195	220	255	71	244	1,287	2	5	32	208	365	310	201	169	147	175	36	144	1,854	
20. Wyoming.....	0	0	0	0	0	1	13	17	27	34	13	2	3	110	1	0	1	29	79	36	40	23	13	0	1	223	
TOTALS, 1945..	105	19	128	386	803	1,664	2,399	2,462	2,610	2,288	1,348	4,045	18,167	238	385	1,697	3,555	5,799	5,443	3,133	2,133	1,649	1,777	1,175	5,302	32,286	
1944..	107	39	244	725	1,542	2,603	2,844	2,387	2,162	1,657	1,104	3,483	18,807	483	629	2,945	6,086	5,677	3,718	2,547	2,015	1,251	1,283	1,163	4,862	32,659	
1943..	Totals not comparable—data from one state lacking.																										
1942..	300	1,173	2,859	3,458	3,401	3,454	2,484	1,871	1,392	1,148	793	2,751	1,306	3,556	5,599	4,252	3,175	2,653	1,793	1,447	1,242	1,083	1,121	3,751			
1941..																											

TABLE I (Continued)

STATES	SALARIES—Private Schools—Men														SALARIES—Private Schools—Women														Total Full-Time Teachers	
	Less than 1000	1000 to 1199	1200 to 1399	1400 to 1599	1599 to 1799	1799 to 1999	1999 to 2199	2199 to 2399	2399 to 2599	2599 to 2799	2799 to 2999	2999 to 3000 or more	Total	Less than 1000	1000 to 1199	1199 to 1399	1399 to 1599	1599 to 1799	1799 to 1999	1999 to 2199	2199 to 2399	2399 to 2599	2599 to 2799	2799 to 2999	2999 to 3000 or more	Total	Public	Private		
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	679	0		
2. Arkansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	852	0		
3. Colorado.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,306	0		
4. Illinois.....	12	1	1	2	10	33	52	22	25	26	15	30	229	39	8	24	31	40	19	17	11	13	2	2	9	215	10,459	444		
5. Indiana.....	0	0	0	2	3	1	5	7	11	8	8	19	64	0	0	2	2	3	1	4	3	1	0	0	1	17	3,391	81		
6. Iowa.....	7	7	1	0	1	0	4	1	0	0	0	0	21	8	2	3	0	1	1	0	0	0	0	0	0	0	15	2,264	36	
7. Kansas.....	0	0	0	3	0	3	5	1	2	0	0	0	14	27	0	1	2	5	4	0	0	0	0	0	0	0	39	2,338	53	
8. Michigan.....	0	0	1	0	0	3	8	5	7	8	1	2	35	32	1	1	1	0	4	0	2	3	1	0	3	49	5,256	84		
9. Minnesota.....	0	0	0	1	8	4	1	5	4	1	2	0	26	0	0	0	0	19	2	4	1	2	0	1	0	29	1,843	55		
10. Missouri.....	1	0	2	4	3	23	23	10	6	7	5	17	101	5	7	7	5	5	4	4	1	7	1	3	4	53	2,733	154		
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	8	453	8	
12. Nebraska.....	0	1	0	1	1	1	1	0	0	0	0	0	5	1	4	3	3	2	2	0	0	0	0	0	0	0	15	1,711	20	
13. New Mexico....	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	5	527	5	
14. North Dakota..	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	3	0	0	0	0	0	0	0	0	0	4	466	5		
15. Ohio.....	0	0	1	0	3	1	7	18	15	7	6	18	76	16	12	5	12	7	6	11	5	14	5	3	0	96	8,028	172		
16. Oklahoma.....	2	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	1	0	0	1	0	0	0	0	4	1,363	6		
17. South Dakota..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	687	0	
18. West Virginia..	0	0	0	0	1	4	3	9	1	0	1	4	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2,632	23	
19. Wisconsin.....	2	0	0	0	2	19	11	19	8	9	2	11	83	22	3	3	2	0	5	4	5	6	0	1	0	51	3,141	134		
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	7	333	7		
TOTALS, 1945..	24	10	6	13	32	92	120	97	79	66	40	101	680	170	38	52	60	83	48	48	27	45	11	11	14	607	50,453	1,287		
1944..	61	16	16	51	74	110	103	71	77	55	26	97	757	176	48	63	75	73	41	37	35	29	22	11	10	620	51,556	1,377		
1943..	Totals not comparable—data from one state lacking.																													
1942..	55	36	66	111	119	107	90	65	41	34	28	86	203	82	66	53	28	34	37	36	16	10	6	9						
1941..																														

TABLE I (Continued)

STATES	NO. OF SCHOOLS WITH PUPIL-TEACHER RATIO OF:										NO. OF PUPILS ENROLLED FOR 5 OR MORE UNITS					PER CENT OF TOTAL ENROLLMENT IN EACH GRADE									
	To 14.0		14.1 to 16.0	16.1 to 18.0	18.1 to 20.0	20.1 to 22.0	22.1 to 24.0	24.1 to 26.0	26.1 to 28.0	28.1 to 30.0	Over 30.0	9	10	11	12	Total	9	10	11	12	Total				
1. Arizona.....	8	7	8	8	3	5	3	2	1	1	178	510	583	621	1,892	3	10	15	20	11	3	10	15	20	11
2. Arkansas.....	8	2	5	8	6	13	12	10	4	5	144	337	428	430	1,339	3	5	8	7	5	3	5	8	7	5
3. Colorado.....	18	14	15	15	15	10	9	7	4	0	553	3,756	3,532	2,119	9,900	7	31	37	28	26	7	31	37	28	26
4. Illinois.....	101	50	52	41	71	56	64	22	8	1	950	2,133	3,490	5,263	11,836	1	3	5	8	4	1	3	5	8	4
5. Indiana.....	14	8	17	24	26	34	20	8	4	1	1,391	2,920	3,230	2,888	10,429	6	11	15	16	11	6	11	15	16	11
6. Iowa.....	35	18	44	25	22	13	10	4	1	0	138	854	1,101	1,199	3,202	1	5	7	9	6	1	5	7	9	6
7. Kansas.....	72	28	25	33	22	15	12	5	1	1	346	1,138	1,718	1,751	4,953	8	11	16	17	13	8	11	16	17	13
8. Michigan.....	10	10	10	23	52	41	40	30	22	5	1,462	3,577	6,049	5,296	16,384	5	7	14	15	10	5	7	14	15	10
9. Minnesota.....	31	2	11	14	25	14	5	11	5	2	2,090	1,573	2,381	2,279	8,323	44	8	14	14	15	44	8	14	14	15
10. Missouri.....	27	12	16	22	24	20	25	18	8	3	720	2,171	2,311	2,526	7,728	3	9	11	14	9	3	9	11	14	9
11. Montana.....	7	4	4	6	3	4	1	2	3	0	198	271	381	396	1,246	6	7	10	15	9	6	7	10	15	9
12. Nebraska.....	26	19	20	27	23	11	10	10	1	2	170	595	1,113	1,220	3,098	1	5	10	13	7	1	5	10	13	7
13. New Mexico.....	2	7	9	10	4	2	2	4	0	0	39	182	332	379	932	2	5	11	16	9	2	5	11	16	9
14. North Dakota..	7	2	8	7	14	8	12	7	3	0	37	230	269	331	867	1	6	8	11	7	1	6	8	11	7
15. Ohio.....	21	17	26	49	69	94	62	46	17	4	3,222	5,257	7,099	7,255	22,833	6	9	14	17	10	6	9	14	17	10
16. Oklahoma.....	20	11	12	6	17	26	13	13	4	1	49	707	1,458	1,559	3,773	9	5	13	16	9	9	5	13	16	9
17. South Dakota...	17	15	17	14	8	8	4	0	0	0	17	102	329	369	817	5	2	8	10	5	5	2	8	10	5
18. West Virginia..	4	2	6	8	23	36	39	25	10	3	1,643	1,683	2,369	2,449	8,144	12	9	16	21	14	12	9	16	21	14
19. Wisconsin.....	14	6	10	22	31	27	30	7	3	0	1,085	2,335	3,040	2,923	9,383	6	9	11	12	10	6	9	11	12	10
20. Wyoming.....	7	1	2	7	5	4	5	0	1	0	44	180	401	346	971	2	7	19	19	10	2	7	19	19	10
TOTALS, 1945...	445	235	326	369	463	441	378	231	100	29	14,476	36,511	41,614	41,599	128,200	5	7	12	14	9	5	7	12	14	9
1944...	441	246	356	432	470	458	327	176	85	19	16,510	31,566	44,022	44,785	136,823	5	8	13	16	10	5	8	13	16	10
1943...	Totals not comparable—data from one state lacking.																								
1942...	335	213	281	359	410	405	406	336	169	36															
1941...	Figures not comparable.																								

TABLE I (Continued)

STATES	NEW STAFF MEMBERS		DEGREES AND PROFESSIONAL TRAINING (NEW TEACHERS)										EXPERIENCE (NEW TEACHERS)														
	Men	Wo- men	Men					Women					Men					Women									
			Total	PhD	MA	BA	No BA	Less 15 hrs. Educ.	PhD	MA	BA	No BA											Less 15 hrs. Educ.				
1. Arizona.....	76	133	209	0	25	44	7	11	0	32	100	1	5	13	1	7	4	5	3	30	31	5	11	6	6	3	49
2. Arkansas.....	90	227	317	0	25	40	25	24	1	13	161	52	34	20	13	4	4	8	2	39	91	25	18	13	12	14	54
3. Colorado.....	171	339	510	0	60	93	18	8	0	39	252	48	12	61	11	4	15	9	6	65	124	36	31	23	18	94	54
4. Illinois.....	660	1,194	1,854	12	205	401	42	37	5	292	848	49	31	173	63	52	31	37	31	253	386	114	127	94	59	66	348
5. Indiana.....	270	409	679	3	107	149	11	5	2	82	321	4	3	27	17	19	14	13	16	104	122	38	40	31	16	23	139
6. Iowa.....	309	589	898	3	89	201	16	22	2	68	496	22	28	36	16	18	17	17	20	169	154	62	64	51	35	23	182
7. Kansas.....	287	615	902	3	86	177	21	25	0	89	500	26	23	48	14	15	25	12	13	160	153	65	71	49	29	32	216
8. Michigan.....	433	918	1,351	4	159	243	27	13	3	210	652	53	26	56	23	32	25	27	22	248	279	84	69	59	45	43	339
9. Minnesota.....	239	458	697	9	59	161	10	0	1	41	408	8	0	22	20	22	17	7	5	146	97	29	44	51	28	25	184
10. Missouri.....	338	480	818	6	127	181	19	16	1	98	360	27	7	42	19	23	21	21	11	181	106	40	57	38	24	19	161
11. Montana.....	37	96	133	0	10	24	3	4	0	4	83	9	6	3	4	2	0	2	2	24	28	13	6	5	7	7	30
12. Nebraska.....	180	417	597	2	61	101	16	5	3	47	329	38	12	30	16	7	16	3	8	100	121	49	53	25	16	13	140
13. New Mexico...	62	114	176	2	17	40	3	6	0	20	92	2	6	8	9	7	6	7	2	23	29	20	14	11	6	6	28
14. North Dakota...	59	138	197	1	13	42	3	2	0	4	122	12	19	7	4	4	9	3	2	30	45	15	14	9	7	6	42
15. Ohio.....	651	1,079	1,730	7	181	417	46	25	1	182	835	61	29	104	37	41	42	28	38	361	370	83	95	55	53	47	376
16. Oklahoma.....	124	244	368	4	57	60	3	8	1	59	170	14	14	28	4	5	8	7	8	64	61	25	18	19	19	6	96
17. South Dakota...	103	216	319	0	28	58	17	12	0	14	183	19	14	20	8	7	6	9	2	51	72	36	21	20	14	17	36
18. West Virginia...	144	444	588	1	41	73	29	33	0	38	360	46	40	49	11	10	6	3	62	204	52	37	20	23	16	92	144
19. Wisconsin.....	310	599	909	1	80	197	32	15	2	71	496	30	17	63	14	15	13	21	15	169	186	59	52	53	22	29	198
20. Wyoming.....	53	100	153	0	13	36	4	5	0	16	78	6	7	4	10	1	8	4	3	23	21	11	7	10	6	3	42
TOTALS, 1945...	4,596	8,809	13,405	58	1,443	2,738	352	276	22	1,410	6,846	527	333	814	314	295	397	243	212	2,362	2,680	861	849	642	440	416	2,846
1944...	5,271	10,292	15,563	40	1,611	3,234	386	340	29	1,600	8,150	513	410	1,017	368	361	326	253	304	2,621	3,287	1,084	886	690	540	529	3,254
1943...	Totals not comparable—data from one state lacking.																										
1942...	5,836	6,167	12,003	47	1,518	4,058	213	167	8	967	5,041	151	77	1,483	500	565	481	439	403	1,965	2,444	640	616	431	314	313	1,612
1941...	9,384																										

BOOK REVIEWS

True Confessions of a Ph.D., by Carroll Atkinson. Boston: Meador Publishing Company, 1945. Pp. 88.

Pro and Con of the Ph.D., by Carroll Atkinson. Boston: Meador Publishing Company, 1945. Pp. 172.

Toward Improving Ph.D. Programs, by Ernest V. Hollis. Washington: The American Council on Education, 1945. Pp. 204.

Here are three books on the Ph.D. program. The first, *True Confessions of a Ph.D.* by Carroll Atkinson, is a cigar stand exciting lampoon, being the confessions of an educationally maladjusted person who reveals his misintropic personality, writing a comedy of errors in a smart style on "the present corrupt and inefficient educational system." This book is for the person who just likes to laugh at education.

The second, *Pro and Con of the Ph.D.*, by Carroll Atkinson, was written many years later by the same author and tries to make amends for his earlier tirade. It is essentially isolated extracts on the writings of leading American educators, saying little about their great constructive work in the field but playing up occasional outbursts of sharp criticism which, when singled out and put together, make an anthology of moments of despair, such as: "The Ph.D. Octopus," "The Doctor Sees Double," "Are Ph.D.'s a Drug on the Market?" "The Ph.D. Superstition," "Titus Advises on Degree Chasing," "How P. H. Doodle Got the Doctorate," "Our Doctorate Colleges," "Ph.D.—Practise Humility Daily," "Doctors Who Are Not Physicians," "The Title 'Doctor' in a Troubled World." Everyone knows that educators who are worthy of the name have their moments of despair and among these an occasional moment of indiscretion in speech. Prospective students will read this with amusement leading to discouragement. Educators should take warning not to ruin their reputations as builders of American higher education by free satire on their own life work. The author makes an effort to end this volume with a series of constructive statements which fall flat after the fun he has had with educators and education.

The third volume, *Toward Improving Ph.D. Programs*, by Ernest V. Hollis, is a scholarly and constructive treatment of the subject, well written, pithy and critical. It is a report and

interpretation of the achievements of the Commission on Teacher Education for which Doctor Hollis served as field coordinator. This Commission was established in 1938 and completed its survey in 1940 through the participation and cooperation of about fifty colleges and universities. The work of the Commission has been reported in part in various other volumes published by the American Council on Education.

This volume is professedly the opinion reached personally by Doctor Hollis and proceeds on the two basic assumptions: "That doctoral programs must be adjusted to the uses to which recipients can put the degree in the scheme of American life today," and "That the graduate school must function as an integrated organism rather than an aggregate of competing departments." The first chapter is a history of the rise of graduate schools and traces the long-range forces that have shaped doctoral programs and given status to the advanced degree. The second and third chapters contain very elaborate statistical tables, listing the graduate school experience in one decade, the 1930's showing where degrees were earned, regional production and employment, the nature of employment of graduates, what agencies employed the graduates, what were their major duties and a comparison of the Ed.D. and the Ph.D. in Education. The fourth, fifth and sixth chapters deal with the opinions on the doctoral controversy as expressed by lay employers and academic employers of graduates in active service. The final chapter contains suggestions for the improvement of the Ph.D. programs with a declaration in favor of the retention of the single degree, Ph.D.

The title of the Commission indicates its scope and purpose, namely, teacher training. The whole campaign has been critically polemical between the supporters of the Ed.D. degree and the Ph.D. degree in so far as these represent educational goals. No serious attempt has been made to seek general agreement but the author, after a fair review of both sides of the issue, personally comes out in favor of the Ph.D. degree.

CARL E. SEASHORE

The State University of Iowa

Teaching through Radio, by William B. Levenson. New York: Farrar and Rinehart, Inc., 1945. Pp. viii+474.

It has been twenty-two years since the first regularly scheduled class instruction by radio

took place at Harren High School in New York City. During this period schools have learned much about the actual and potential values of radio in teaching. Among the large city school systems which have experimented with this new medium of instruction, Cleveland stands out as having had an exceptionally rich experience.

Teaching Through Radio is written by the director of radio activities in the Cleveland public schools and therefore deserves more than common interest coming as it does from the firing line rather than from theoretical consideration.

In his treatment of the subject Levenson divides the book into twelve chapters as follows: The Contributions of Auditory-Aids to Teaching, The Development in American Schools, Preparing the Educational Program, Presenting the Program, Selecting and Using the Program, Measuring the Results, Broadcasting Activities within the School, Recordings, Public Relations Broadcasting, The Commercial Program for Children, The School Radio Station, and Recent Developments. A close reading of the book shows that the chapters group themselves into three divisions; first, the background and function of radio in education; second, the development, presentation and evaluation of the educational program and third radio activities related to school practices.

In the first two chapters Levenson calls attention to the fact of radio's broad influence in modern life and properly states, "that the great majority of the American public does listen regularly, and the radio definitely affects its mental patterns . . . that the typical American school child spends two and a half hours a day, every day of the year, listening to the radio. . . . Assuming then that the capable teacher recognizes that she is dealing with a twenty-four hour, and not a five-hour child. . . . How can the child's natural interest in radio be used to further his educational growth?" It is in answer to this question that Levenson develops in the subsequent chapters the way in which the radio has been and may be used as a teaching tool.

In reading *Teaching Through Radio*, the reviewer was happy to find that Levenson does not claim radio to be an educational panacea and that he is aware of its limitations in adaptation to the educational program. Furthermore, the author is careful to furnish illustrations and examples to back up his basic principles. *Teaching Through Radio* is a real contribution to the rapidly growing literature in the important field of auditory-visual instruction.

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Masters of the Modern Short Story, by Walter Havighurst (editor). New

York: Harcourt, Brace and Co., 1945. Pp. xvii+538.

Essays for Freshmen, by James M. McCrimmon (editor). New York: Harcourt, Brace and Co., 1945. Pp. xii+416.

Masters of the Modern Short Story.—With the anthology, purpose is everything—its character, its *raison d'être*. How gratifying, then, to discover that the purpose of a new collection is to present the best that has been done! And one is prompted to add, in Arnold's phrase, the best that has been thought and said in the world.

There is a point in literature at which poetry and prose merge in both character and effect; it is that point in either *genre* where the reader feels the exultation, the elevated excitement of the spirit that comes with the clear perception of the beautiful and the true. There is nothing in the principle that is subtle or abstruse; the effect itself is purely an inward thing, an emotion felt whenever the burthen of the mystery is appreciably lifted and one experience what is called, simply, insight. One condition only need be imposed: that thought and style be blended into what Arnold called high seriousness. Given this, we discover what is meant by the world *classic*—classic irrespective of age or place.

And do we have it now—the mystic revelation the true classic character? Most assuredly we do—here in the age that is called modern. Most of us, however, require a mentor to distinguish and reveal it. And this is what Walter Havighurst has done, with sure critical sensitivity. He has produced a masterpiece of selection, a great, good book.

For quick confirmation let the reader begin with Faulkner's "The Bear," or Galsworthy's "The Apple-Tree." Then let him perceive the intense, deep underpulse of the folk in Steinbeck's "Flight" and Katherine Anne Porter's "Maria Concepcion." Saroyan's "The Pomegranate Trees" is a bit of sheer perfection—of human character, of inherent inevitability, of idyllic charm.

Many of the stories are somber in tone, and some deal with the morbid and the abnormal; but they are never slight nor trivial. Glib and shallow stories, Mr. Havighurst has said in his Introduction, "are shallow because the problems are too easy or because their solution is not hampered by the limitations of human character and the stubbornness of circumstance. The significant stories deal with man's great problems, and this is the realm of human failure." If one has the stomach for strong, substantial fare, he will surely find it in this new book.

Essays for Freshmen.—This volume represents another attempt to adapt the work in college

English to the immediate knowledge of current affairs, such as young people of freshmen age should be expected to possess. No one would question the success of the present venture. The selections are interesting, even fascinating; they are significant, too, in their intellectual purport; many of them rise to the aesthetic level of *belles lettres* in their emotional power and dramatic effect.

The purpose of such a volume is, of course, twofold: first, to stimulate individual thought and group discussion; and second, to supply models for creative self-expression. The first objective calls attention to the apparatus of the book, to the questions and suggestions for study and review. In his Preface to the Instructor, the editor has hinted at the difficulty inevitably attending the preparation of such study helps, when he disclaims the intention "to substitute for the instructor's discussion." The instructor's discussion stands a good chance of being live and spontaneous, of arising, as it should, from the somewhat unpredictable flux of ideas that will generate from the class. An editor's questions, on the other hand, are almost sure to seem "canned." Seldom will they correspond with the ideas that have impressed the individual student's mind. Whenever they thus fail to correspond, they must appear to the learner as somewhat annoying distractions from his own legitimate train of thought; that is, they will seem like busy work or pedantic interruptions to what would be naturally interesting and probably beneficial. What might have been the normal intercourse of co-stimulated minds becomes the quiz and the recitation. In the present instance, the latter effect is probably heightened by the large number of questions that may be answered yes or no. Such questions may bring forth extended comment, but usually they entail still further queries, which might as well have been carefully framed and stated in the first place. The editor is probably right, however, in assuming that his book requires the study apparatus. Many instructors would demand it, and those who would not may simply disregard it.

The second objective, the supplying of models for student composition, is admirably achieved. Not only are the selections excellent as examples of significant thought and effective statement, but they represent an adequate variety and a good editorial organization. The contents are arranged under three main heads: Reports, Analyses, and Judgments—each with several subheads. All things considered, *Essays for Freshmen* is an excellent book. Inasmuch as many of its selections are obviously of an ephemeral character, one should expect to see some later

revisions, or perhaps a series of succeeding volumes. The idea embodied in the book deserves perpetuation.

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Paths to Better Schools. Twenty-third yearbook of the American Association of School Administrators. Washington: National Education Association, 1945. Pp. 415.

Building paths to better schools is a fascinating and perplexing undertaking. The current Yearbook of the American Association of School Administrators is a contribution to this task.

The first chapter on equal and universal access to educational opportunity, and the chapters on federal, state, and local relations, and school finance set forth data for long-run educational strategy. Economic and cultural inequalities in educational opportunity are set forth clearly. The problems of equalization force serious consideration of the relationships between local, state and federal educational interests. The financial problem may very well be the common denominator upon which these interests must function. This yearbook provides a very helpful analysis of the national interest in educational purposes. This analysis is followed by an analysis of the educational function within states and in local communities. Although asserting that the basic principles of education must be locally determined, yet the analysis shows considerably greater attention to the role of federal and state agencies than the role of the local agencies. The proposal for national educational planning commission (p. 205) is worth considerable attention. Such a body might support the creation of a national Board of Education whose functions would be to "(a) coordinate all education matters at the federal level through an interdepartmental education committee; (b) identify problems; (c) advise educational institutions concerning the pertinent research and experimentation in the colleges, universities, business and industry, agriculture, and elsewhere in the country; (d) develop advisory policies with respect to national problems; (e) select the United States Commissioner of Education; and (f) appoint an advisory council of American education organizations."

Chapters I to V of the Yearbook deal with physical fitness, occupational efficiency, citizenship, ways of learning, and the teaching staff. The treatment in these chapters is forward-looking and creative. The volume more nearly indicates the goals toward which paths to better schools should lead than it does the paths or

ways of reaching these goals. One inconsistency appears in the statement that junior college education should be available to all youth whose intellectual capacities qualified them to carry forward work at this level (p. 44), while in a subsequent paragraph, a statement was made that a minimum program to the fourteenth year should be available to all youth. There appears to be need for more definite trail marking on the path to the thirteenth and fourteenth year, if it is to be different from the conventional junior college.

The example of how a health committee might start functioning in a school (pp. 70-74) strikes the reviewer as unfortunate. It seems more to be an example of what a principal will say to a committee than what a committee will do, since it indicates only the comments which might be made and attributes such comments only to the principal, leaving the committee members passive.

The concept of citizenship (p. 111) is indicated in the following quotation: "We suggest that schools must teach an appreciation of America's past; instil faith in America's Future; teach pupils to understand the present; develop self-control in pupils; present a realistic attitude toward change; teach a constructive attitude toward the operation of government; teach world understanding and outlook; and develop spiritual and ethical values." This concept falls short of the function of citizenship. The only plan in which students themselves can do anything about citizenship is that of developing "self-control." To be sure, the outline of essentials indicated should be obtained; however, the reviewer is of the opinion that this chapter is overly cautious and misses essentials in citizenship, since it does not indicate *how* students may assume responsibility, nor how they may share with citizens in dealing in vital aspects of community living.

The section dealing with religious and public school relationships offers a helpful suggestion as to ways in which the school program might be defined to reveal fundamentals of religious teaching which might be reached without formal religious instruction.

"Those who Teach" will certainly be better fitted for teaching if they have experiences such as those indicated in the chapter on this topic in this Yearbook. Here, there is recognition of the extreme importance of involving personnel in shared procedures on jobs to be done. While the statement of this principle is made clear, ways in which administrators might involve teachers in working with them are not indicated. The committee is to be commended, however, in giving attention to this vital topic.

The 23rd Yearbook does indicate essential elements in better schools, challenges to the creation of such schools, and to some extent, "paths" to better schools. The reviewer fears that the Yearbook is not destined to become a handbook. It will offer important challenges, and should be read, discussed and criticized—but the paths have yet to be defined.

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The Oneonta Experience in Building a Professional Education Sequence, by Erna Kaske. Menasha, Wisconsin: The Collegiate Press, 1944. Pp. xvi+244.

Since 1935 the faculties of the New York teacher-education institutions have been engaged in a revision of the curriculum for elementary school teachers. In this revision the four year program has been organized around two major sequences of experiences. According to the author of this report, the sequence of general education "is meant to provide students with a liberal-cultural background in the many fields of human knowledge and to enrich and broaden their interests as persons." The professional education sequence "is planned to provide students with understandings, insights, skills, and the many other social responsibilities essential to working with children." It is stressed that these two major fields, although having distinct responsibilities, will be more effective if they are interactive—thus implementing each other.

The work of the professional sequence begins in the freshman year and is based on the assumption that learning to teach is a developmental process. A corollary assumption is that students should be provided first hand contacts with children throughout the four year period. A study of Child Development is made during the first year. This is followed by two years of *The Child and the Curriculum* and concludes in the senior year with *The Practicum in Student Teaching and the Seminar in Education*.

Miss Kaske's major purpose is to present an impartial recounting of how the staff members and students at Oneonta State Teachers College developed one phase of the professional sequence—that of *The Child and the Curriculum*. She tells how the Oneonta staff worked together in making a local interpretation of a statewide program of curriculum revision. Of especial significance, it seems, has been the "growing awareness in staff members of the desirability of working together toward interrelating curriculum areas."

Part I of this report presents in historical perspective the earliest phases of teacher education

in New York State, beginning with the establishment of the Albany State Normal in 1844. This is followed by a detailed discussion of Oneonta's past and present activities in state curriculum revision (with special emphasis upon the administration and content of *The Child* and the Curriculum in its packed-with-adventure ten year existence). It is revealing to note the wide arc through which the curriculum pendulum at Oneonta has swung. At the turn of the century, the curriculum was predominantly liberal-cultural in its offerings. This was followed by a twenty year period during which it was wholly professional in its content. The present curriculum endeavors to strike a sound balance between the fields of general and professional education. Faculty participation keynotes the manner in which the present curriculum is being developed. It is further characterized by increased opportunities for academic courses of liberal-cultural value, unification of the numerous methods courses, a more functional approach to the professional work, and the preparation of teachers for the *whole field* of work in the elementary school. Experiences afforded by this revised curriculum are designed to give each student a thorough understanding of child development, knowledge of the elementary school as a social institution, familiarity with the state curriculum, an understanding of the responsibilities of the teaching profession in our constitutional democracy, and the fundamental teaching skills and techniques "indispensable to the success of the elementary school teacher."

Part II describes the increasing use of the Campus Laboratory School in providing "clinical" experiences in observation and participation, thus supplying first hand experiences as an effective and economical means of learning. Serving as guideposts to these laboratory experiences have been the suggestions made in 1938 in

the report of the Regents' Advisory Committee. Especially significant in this report are the suggestions that "Students in teacher-education institutions should have contact with children throughout the course—the amount of participation should increase by carefully graded stages as the ability of the student warrants, culminating in a period of responsible classroom teaching assignment."

Part III presents in detail the several record forms used by students in recording their various laboratory experiences. In general these records are classified according to the purposes included in the 1939 state core outlines. Gradually, as the student obtains laboratory experiences, these experiences are recorded and classified in his loose-leaf "Record of Professional Experiences." Careful analysis of these records has "helped the staff to sense what desirable experiences are included or neglected, and to select with greater discrimination new experiences for students."

The implications of Miss Kaske's comprehensive and penetrating review are of deep significance for all teacher-education institutions. Some may doubt the advisability of such a marked reorganization and disagree with the new curriculum pattern. Others may feel that the administration of the current program in the professional sequence is too complicated and burdensome. No doubt many will question certain specific phases of the program. It seems evident to the reviewer, however, that no one who thoughtfully studies this report can help but be stimulated both by Oneonta's democratic approach to curriculum revision and the many wholesome developments resulting therefrom.

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